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ABSTRACT

The National Workplace Literacy Project described in this report was a cooperative effort between Piedmont Community College (Roxboro, North Carolina) and two textile manufacturing industries, the Cavel Division of Collins & Aikman Corporation (Roxboro), and the Burlington House Division of Burlington Industries (Burlington, North Carolina). Through participation in a customized literacy program at their workplace, employees were able to function at their current jobs with increasing competence, move laterally or upward, and meet changing job requirements. A brief project overview is followed by summaries of site activities at Burlington Industries and Collins & Aikman and an external evaluation that found the project successful in improving workers' basic skills, with both workers and management highly positive about the program. The appendices, forming the bulk of this document, are as follows: (1) program staffing, staff flowcharts, forms, dissemination, letters from partners, and cost to industrial partners; (2) Burlington Industries class schedules, initial brochure, promotion and recognition, list of software, sample learning contract, testimonials, workplace information form, supervisor questionnaire, employee questionnaire, results of confidential evaluation, and dissemination; and (3) Collins & Aikman literacy audit, promotion and recognition, evaluation and test results, lifelong learning criteria and materials, classroom recordkeeping, advisory council, surveys, and anecdotal information. (NLA)

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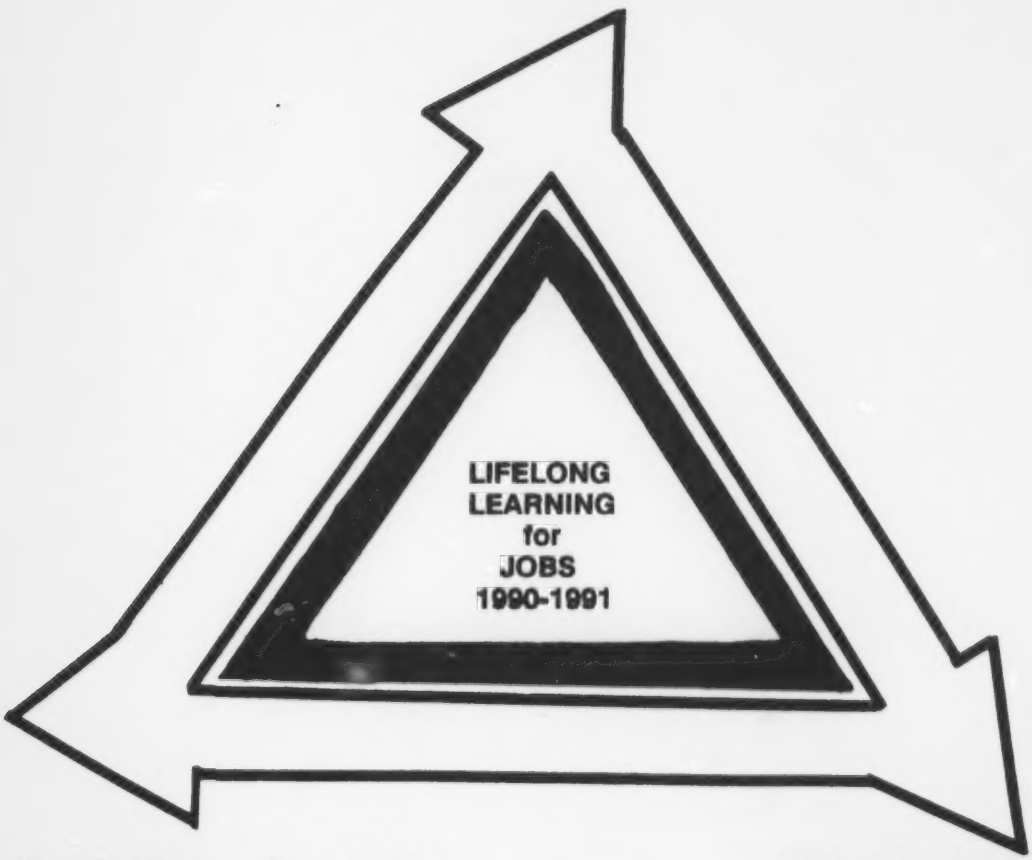

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Roxboro, North Carolina

Burlington Industries
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A NATIONAL WORKPLACE LITERACY PROJECT

FINAL REPORT

March 1992

CE 061 112

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LIFELONG LEARNING FOR JOBS

Piedmont Community College
Burlington Industries
Collins & Aikman Corporation

FINAL REPORT to U.S. Department of Education
NATIONAL WORKPLACE LITERACY

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Submitted March 1992

LIFELONG LEARNING FOR JOBS
Final Report
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OVERVIEW

OVERVIEW
OF
FINAL REPORT
LIFELONG LEARNING PROGRAM

INTRODUCTION

Piedmont Community College in Roxboro, North Carolina and two textile manufacturing industries, the Cavel Division of Collins & Aikman Corp. (C&A) and the Burlington House Division of Burlington Industries (BI), formed a partnership to address the problem of literacy in the workplace. Funded by a $300,707 grant from the U.S. Department of Education, National Workplace Literacy Grant, their mission was to develop a job-specific workplace literacy program for both of these rural textile plants. The grant was awarded in April 1990 and funded through September 1991. A no-cost extension was requested and approved to extend the grant period through December 1991.

Approximately 50% of adults, ages sixteen and older, lack a high school credential in each of the two counties served by the College (Person and Caswell Counties). Of the two industrial partners, 15% of C&A's employees were without a high school education and 35% of BI's were without a high school education. With technology, work teams, and other innovations occurring within each industry, these industries recognized the need to upgrade their employees' basic skills in order to remain competitive. For employees, the project offered basic skills training in order to: become more proficient in their jobs; move laterally or upward; to improve their basic literacy skills and/or complete their high school education. The intent was to serve 802 employees through the project.

Unique features of the plan included providing basic skills training in relation to job skills for employees at the worksite. Employees would attend classes during their assigned shift and at their regular rate of pay. Classes would be offered for all three shifts and would address basic literacy skills (0-12 grade level) and those skills as they applied to specific jobs. Job task analyses would be conducted to identify those literacy skills needed for jobs. Afterwards, a job-specific literacy curriculum would be developed as well as pre and post-tests to assess employees' level of knowledge before and after program participation.

OBJECTIVES AND RESULTS

In order to accomplish the mission of the workplace literacy project, the objectives were specified and the responsibilities of each partner outlined. **The responsibilities of Piedmont Community College were to provide:**

1. Overall administration of the workplace literacy program

2. Workplace literacy program personnel:
   a. Project director, former Debra B. Inman (Harlow)
   b. Full-time site coordinator for each industrial site
   c. Full-time educational counselor who would devote half time to each industry
   d. Full-time instructor at each industrial site (see Appendix PR#2 for Staff Flow Charts)

3. Instructional supplies and materials, including computer software

4. Limited child care and transportation assistance

5. Evaluation of the project

The industries' responsibilities were to provide:

1. Overall management support of the workplace program and encourage employee involvement

2. An opportunity to upgrade workplace literacy skills for those employees with less than a high school education

3. Employees with job specific basic skills training

4. Adequate classroom space, office space for the site coordinator, educational counselor, and instructor at each industry

5. Personnel support to assist the site coordinator at each industry:
   a. Training coordinator (in-kind support)
   b. Computer programmer/consultant (in-kind support)
   (see Appendix PR#2, Staff Flow Charts)

6. Financial resources to enable the College to purchase microcomputers or provide microcomputers for the workplace literacy program

Piedmont Community College met its responsibilities with the exception of number 2.c - "Full-time educational counselor who would devote half time to each industry," and number 4 - "Limited child care and transportation assistance." One full-time educational counselor to be shared by both industries was not desired by the industries due to proprietary information. They preferred one part-time person each. A part-time Educational Counselor was employed for C&A and no one was identified or employed for BI. After several months, the services were deemed not to be needed. Therefore, the position was never filled at BI. Limited child care and transportation were not necessary or provided because employees attended classes during their workshift at the worksite.

The industries met their responsibilities of the grant with the exception of providing a computer programmer at BI. Since BI did not have such a resource person employed at the Williamsburg Plant, this provision was not met. One office was designated at each industry and furnished appropriately including a phone (and a computer at C&A) for the site coordinator to share with the instructor and the educational counselor. This sharing of an office did not normally present a problem because of schedules and variations in job tasks (i.e., site coordinator conducting job analyses on the production floor, etc.).

The objectives of the grant project are outlined on the following chart with the numerical results listed.

LIFELONG LEARNING NATIONAL WORKPLACE LITERACY GRANT
Piedmont Community College
Objectives - Numerical Results

Project Objectives	Accomplished		Results		
	Yes	No	Collins & Aikman	Burlington Industries	TOTALS
1. Serve 802 textile employees in the Workplace Literacy project	X		433	542	975
2. Serve 200 non-duplicated employees/students in the Workplace Literacy project	X		143	257	400
3. Thirty-five employees/students will obtain a GED (high school equivalency certificate)		X	4	10	14
4. Upgrade 80 employees a minimum of three grade levels	X		82	54	136
5. Assess basic skills required for 10 departments	X		18	3	21
6. Improve employees' basic skills so they could move laterally or upward	X		6	4	10
7. Offer one class per shift for 10 employees	X		2-3 classes were offered per shift with 10 participants each	2-3 classes were offered per shift with 10 participants each	
8. Integrate technical literacy into the job-specific curriculum	X		11 job-specific departmental curricula	3 general job-specific curricula	

Other objectives of the grant were to:

1. Provide workplace literacy classes at each industry for all three shifts by Fall 1990 and continue each quarter until project concludes.

2. Develop and implement a job-specific literacy curriculum for each industry with job-related assessments, simulated job situations and job-specific materials.

3. Use standardized assessment tools to determine entry and exit levels of participants.

4. Develop computer software for the job-specific curriculum.

5. Evaluate participant's progress using standardized tests; job-specific assessments; and feedback from supervisors.

6. Evaluate the project using subjective evaluations and hard data.

Objectives are addressed in detail in each industry's section of the report. Methods, timelines, problems, and final results are included within each section.

The only objective not met was #4 - develop computer software for the job-specific curriculum. This was not accomplished because of several factors: 1) lack of knowledge and expertise in this area; and 2) lack of a resource person or resources. After much research, authoring courseware was determined as the tool needed to accomplish this task. None was identified during the project. However, several software programs were customized to include job-specific vocabulary.

EVALUATION

In order to evaluate the workplace program, an internal and external evaluation was conducted. The partners conducted the internal evaluation: Piedmont Community College; Burlington Industries; and Collins & Aikman. Dr. Eunice Askov of the Adult Literacy Institute at Penn State University provided the external evaluation.

The internal and external evaluations are included in this text. Both compare the actual accomplishments of the program to the objectives of the grant's proposal; the schedule of accomplishments with the projected time frames; the number and characteristics of the project participants and their achievements; dissemination activities; evaluation activities; and changes in key personnel.

A detailed description of the project is included in the internal evaluation report for each industrial partner (Sections B and C). Dr. Eunice Askov's external evaluation concludes the text of the final report (Section D).

CONCLUSIONS

As a model workplace literacy project, Lifelong Learning for Jobs attempted to accomplish three broad objectives through an alliance between Piedmont Community College and two textile industries, Burlington Industries and Collins & Aikman. Through participating in a customized literacy program at their industry, employees were able to: 1) function in their current jobs with increasing competence; 2) move laterally or upward; and 3) meet changing job requirements. These objectives were met; yet, the methods and procedures to accomplish them varied at each industry due to different plant personalities. The elements of the program were the same at each site; however, processes or strategies varied.

Each industry confirmed that the project's objectives were accomplished. Productivity, attendance, morale, and efficiency increased. Several employees moved laterally or upward. Employees demonstrated evidence of their mastery of basic skills. With this new confidence and basic skills knowledge, they were better able to meet the challenges of their changing work environment.

Several factors make it difficult to quantify these results. One, the industries were reluctant to give hard data due to the "proprietary" nature of this information. Secondly, the industries were undergoing many changes including other means of continuous training, teamwork concepts, computerization, etc. which may have also affected productivity, morale, and efficiency. Finally, hard data does not exist for all areas. Subjective data is sometimes the only data available.

Quantitative evaluations which can be conducted include the number of departments which were audited for identifying job-specific literacy skills, the number of classes offered per shift, the number of job-specific curricula developed, the number of employees who upgraded their basic skills levels, etc. For a quantitative summary, see the chart on page 3, Overview Section, "Objectives - Numerical Results."

Objectives or outcomes not met included: 1) the development of job-specific computer courseware for the customized curricula; and 2) the number of employees at BI who participated in the job-specific curriculum was less than planned. Objective number one was not accomplished because no authoring courseware was identified with which to develop customized courseware for Apple computers at BI or IBM clones at C&A. Objective number two, the reasons fewer participated in the job-specific curriculum at BI were several. The curriculum development process was redirected in January 1991 at the request of the Plant Manager, Robert Sills, and the external evaluator, Dr. Eunice Askow. Rather than develop a curriculum for each job, jobs were categorized into three areas: service, technician, and operator with curriculum developed for each. The site coordinator, David Bess, who was responsible for the job audits, curriculum development and daily on-site supervision of the project for the college, was required to instruct third-shift classes for a combined total of six months. This assignment was due to the resignation of part-time instructors at different times during the project. With each resignation, Mr. Bess was pulled from his regular duties to be the interim instructor until another could be employed. As a result, the curriculum development process was impeded. Finally, the industry was uncertain as to how to select participants for Phase II (Job Specific Literacy) of the program at Burlington Industries. Their question was: Should graduates of Phase I be considered first or those who entered the program and demonstrated the necessary skills to enter Phase II, job specific literacy?" The issue was put to the Advisory Council for a vote near the conclusion of the project. Therefore, only eight employees were in the job-specific curriculum at the project's end.

Personnel changes and company restructuring occurred during the life of the project. At BI, the Personnel Manager, Patty Gibson, took a six-month maternity leave. Mrs. Gibson was actively involved in the creating and coordinating of the program at BI. During her leave, her assistants assumed her duties including her role with the Reading Enrichment Lab (name given to BI's workplace program.) Communication problems occurred between the industry and educators and vacancies in the classroom were not filled as quickly. Once Mrs. Gibson returned, these problems were resolved.

The turnover of part-time instructors at BI was another personnel problem and one with a greater impact on the program. Three part-time instructors were utilized during the project. With different instructors, the program lacked the continuity and consistency it needed. It also created gaps which the site coordinator had to fill; thereby, decreasing his ability to conduct job analyses or curriculum development.

At C&A, the industry's contact person, the Training Manager, accepted another position within the company. Thus, a new person, Robert Campbell, was hired and

oriented to the LLL program. Also, a manager of Dyeing and Finishing, Rick Leissner, resigned and his replacement required orientation and a commitment to LLL.

An organizational restructuring occurred at C&A to downsize management during the project. No longer did Roxboro's Cavel Division have a President. The Vice President, Ghani Khanani, became the General Manager of the Division, reporting to Corporate Headquarters rather than to a local President.

There were several key factors which contributed to the success of the workplace literacy project. All partners agreed to the mission or purpose: to offer basic skills training for employees which would meet their needs for adapting to changes in the workplace and be relevant to employees' individual needs. Towards this goal, teamwork, collaboration, and even education was required. Leadership from both sides - educators and industrialists - had to learn about each other's culture and be willing to merge the two. Additionally, they agreed to serve all employees equally -- from the non-reader to the college graduate needing basic skills.

Each industry provided instruction at the worksite and on company time. Employees attended classes in one-hour segments during their shift for two to three times per week at their hourly rate. Classes were provided for all three shifts.

Throughout the project, there was visible and active support from the industries' management team. Long and short-term planning, decision making and problem solving, recognition of enrolled employees who met exit criteria, scheduling participants, daily supervision of the program, and evaluation of the program were areas of involvement.

By involving all partners in the program design, its mission, objectives, and strategies for the direction or purpose was clear. However, all had to remain flexible and be willing to adapt as necessary -- including the instructors and site coordinators. Changes in philosophy, schedules, entry criteria, and curriculum development process were just some of the adjustments which had to be made.

As with any pilot project, mistakes were made. Patience, communication, and education were keys to survival; however, this meant that grant timelines were not always met.

In conclusion, workplace literacy is not a generic curriculum created for one and adopted by all industries. Workplace literacy is a process of continuous development: competencies change as the workplace changes. Industries do not have the same personality: what works for one may not work for another. Finally, a truly customized workplace program will not be transferable to other industries because of its uniqueness. Therefore, what we have created with grant monies is a model workplace literacy program whose concept and elements can be applied towards establishing a workplace specific literacy program at other industrial sites.

Questions or inquiries regarding this report should be addressed to the Project Director: Debra B. Harlow, c/o Piedmont Community College, P.O. Box 1197, Roxboro, North Carolina 27573, telephone 919-599-1181.

BURLINGTON INDUSTRIES

WORKPLACE SITE SUMMARY

BURLINGTON INDUSTRIES
WORKPLACE SITE SUMMARY

Introduction

The Reading Enrichment Lab was the name given to the workplace literacy program at Burlington Industries Williamsburg Plant in Caswell County, North Carolina. In partnership with Piedmont Community College and the U.S. Department of Education, the program was developed to overcome the academic deficits of employees so that they could use the advanced technology entering the plant.

To become a "world class" manufacturing facility within the next five years is the goal of Burlington Industries Williamsburg Plant. In order to do this, BI recognized the need to no only invest in its physical plant, but it also recognized the need to invest in its human resources -- its employees.

The Williamsburg Plant is a member of the Burlington House Decorative Fabrics Division of Burlington Industries. It employs over 560 people and weaves millions of yards of mattress ticking, draperies, and upholstery a year. It has been called the "most modern weaving plant in North America." Some of the technological advancements in recent years involve computer monitored, as well as computer controlled looms, a computerized cloth grading system, and a computerized shipping and receiving process that incorporates the "just in time" inventory system. The Williamsburg Plant maintains a very stable and highly skilled workforce.

The performance report that follows is an internal evaluation and summary of the Reading Enrichment Lab at Burlington Industries. As with the C&A section of this project evaluation, the format will adhere to the guidelines of the Performance Report as required by the Office of Vocational and Adult Education, U.S. Department of Education. The accomplishments will be compared to the objectives and their target dates outlined in phases in the original project proposal: Phase I, II, III, and IV.

PHASE I

The timeframe for Phase I was July 1, 1990 - September 30, 1990 and included four major objectives. These four objectives were to **employ the staff, develop a promotional brochure, recruit employees/students, and train the staff.**

The **employing of staff** was the first objective in Phase I. Sylvia Gault, the full-time Project Secretary, was hired on July 9, 1990 to serve both industries. The full-time Workplace Site Coordinator for Burlington Industries, David Bess, was hired on July 16, 1990. There was no Educational Counselor, Industrial Education Consultant, nor Computer Programmer/Consultant hired or contracted for this site. A part-time Educational Counselor was hired for the project at Collins & Aikman and one was sought for Burlington Industries. However, based on the position at Collins & Aikman, it was deemed an unnecessary position; therefore, it was not filled at Burlington Industries. The reason for not using one full-time employee as the Educational Counselor for both industries was due to the industry's sensitivity about proprietary information. The industries preferred one part-time person as Educational Counselor at each site rather than one full-time person accessing both sites.

Since BI's Training Manager, Robert Parrott, had risen from entry level employee at BI to Training Manager, he was a valuable in-house consultant for the workplace literacy program's job task analyses and the development of the job-specific curriculum. He donated time to the program with BI's permission; therefore, an Industrial Education Consultant was not employed/needed. BI did not have a computer resource person at their Williamsburg Plant, as did C&A.

The full-time instructor, Queen Williamson, was hired in February of 1990 under another project originated by the Center for Advancing Technology (CAT - a State funded project) which was in place at Burlington Industries prior to this workplace literacy project beginning. (CAT was an ABE/GED program provided by Piedmont Community College at the Williamsburg Plant.) Mrs. Williamson was still employed by PCC, but now under the Workplace Literacy Project Grant to deliver a job-specific literacy skills program. Mrs. Williamson assumed daytime classes. A part-time instructor was employed in June 1990 and began instruction in the evening classes (see Schedules in Appendix BI#1) in July 1990 so that classes were offered for all three shifts. There was a part-time instructional aide who had also been employed under the CAT project and who was contracted to work under the new Workplace Literacy Project Grant. However, she resigned to take a full-time position elsewhere at the end of July 1990. A replacement was not hired for this position, though efforts were made to do so.

The **development of a promotional brochure** was the second objective in this phase. The On-Site Coordinator completed a brochure design in September 1990. This initial brochure design (see Appendix BI#2) was approved by PCC and the Williamsburg Plant for printing. Upon distribution of the brochure, BI Corporate Headquarters requested that the brochure be redone under their leadership. The revised brochure was not completed by this schedule. (See "Reasons for Slippage of Dates" for more details.) Appendix BI#3 shows a copy of the final brochure.

The third Phase I objective was to **recruit employees/students** for the Reading Enrichment Lab. This objective was actually achieved far ahead of schedule (winter quarter 1990) because the employees/students had already been recruited during the CAT project and were carried over to the new Workplace Literacy Project. Extensive effort and time were expended in recruiting by PCC and BI personnel under the CAT - ABE & GED project. The Literacy Director, Debra Harlow, and CAT Project Coordinator, Marilyn Pergerson, met with the Plant Manager, Robert Sills; Personnel Manager, Patty Gibson; and Training Manager, Robert Parrott, to formulate the program concept. Afterwards, meetings were held with front-line supervisors to inform them of the program and their role as promoter and contact person for their employees interested in participating. Finally, group meetings were conducted with all employees on all three shifts to announce the program and encourage employees to volunteer for the program. The Training Manager, Personnel Manager, Literacy Director, and BI's Plant Manager spoke at each of these meetings. The recruitment efforts were so successful that over 400 of the 560 Williamsburg Plant employees signed up on a waiting list to enroll in the Reading Enrichment Lab. Recruitment was ongoing throughout the life of the workplace literacy project via quarterly appreciation dinners. At these dinners, graduates of the Reading Enrichment Lab were recognized and given a certificate in front of all employees. Also, supportive comments were made by the Site Coordinator, BI Personnel Manager, and BI Plant Manager about the Reading Enrichment Lab.

Objective number four was the **training of staff** using the Adult Literacy Program's teacher orientation program. The program was 18 hours in length and included an introduction to the adult illiteracy problem, principles of teaching adults, recruitment and retention of students, procedures, reports, test instruments, curriculum development, and individual instructional plans. Emphasis was given to integrating workplace skills with basic skills developing the employee's individual learning plan. This was achieved by training employees to use CASAS (Comprehensive Adult Student Assessment System), an assessment and curriculum management system. Founded upon competency-based education, CASAS also provided tools for the job assessments and the individual employees' skill levels in each of those areas: Workplace Literacy Analysis Job Profile and Workplace Literacy Analysis Individual Profile. Continuous staff training occurred throughout the grant period via in-service workshops and state and national conferences offering workplace literacy topics. Employees also visited other workplace literacy sites in North Carolina.

To acquaint the workplace program staff with BI, the site coordinator and instructors were oriented to the plant, supervisors, and employees' policies and procedures. Additionally, the site coordinator was invited to participate in the Burlington House Decorative Fabrics Orientation Training for all new administrative employees located at the Division Headquarters in Burlington, North Carolina.

PHASE II

August 15, 1990 to December 31, 1990 formed the timeframe for Phase II of the implementation process. There were six objectives: **develop a job-related pre-assessment and post-assessment tool; negotiate with industry the format and scheduling of progress reports; plan the schedule of classes and identify eligible participants; develop the curriculum incorporating workplace literacy skills identified in the literacy audit; develop computer software to enhance program instruction of job-related concepts; and prepare training sites located at the industry for classes.**

PROGRAM LEVELS

An explanation of the developmental structure of student progress within the Reading Enrichment Lab is necessary for a better understanding of the program. BI's management and the college, together, decided that student progress within the Reading Enrichment Lab would be defined by one or more of three Phases (not to be confused with Phase I, II, III, and IV of the project implementation process).

> Phase I: Upon being assessed with standard assessment tools (TABE - Test of Adult Basic Education; CASAS - Comprehensive Adult Student Assessment System; SORT - Slosson Oral Reading Test), a student would be placed in the classroom, a computer-assisted learning program, to either learn new academic skills or review basic skills. To qualify for the Reading Enrichment Program, participants had to score below a 245 CASAS scale score. (This benchmark was established by the North Carolina Department of Community Colleges to qualify students for literacy instruction.)

Phase II: While a student was in Phase I, and after they had achieved a third grade reading level or better on TABE (eventually TABE was discontinued and a CASAS score of 213 became the benchmark for this phase), they would be placed into the Phase II learning program. The Phase II learning program was the job-specific curricula developed for the grant project.

Phase III: This level of learning was to be provided for students who were interested in pursuing a GED certificate.

The philosophy and conviction behind these levels was that employees must have mastered certain basic skills in order to begin the job-specific curricula. The pre-requisite level was determined as a result of the job audits at the work site at Burlington Industries. Non-readers had to meet third-grade level of reading proficiency before they could use the job-specific learning materials in Phase II.

Because there will be non-readers or poor readers in virtually every work site, this project recommends defining pre-requisite basic skills levels before any serious application of job-specific materials can be introduced. The decision of the Williamsburg Plant administration was that the needs of all the employees were to be addressed. Therefore, the employees with the lowest basic skills levels would have the same opportunity to participate in the program as all other employees.

ASSESSMENT TOOLS

Having explained the Reading Enrichment Lab's phases, a description of the assessment process follows for each phase. When entering or exiting the Reading Enrichment Lab, Phase I, standardized pre and post-assessment tools were used. Students participating in Phase II (Job-Specific Curricula) were administered criterion-referenced pre and post-tests. When a student was enrolled in Phase III (GED Preparation), they were administered standardized assessment tests using the Official GED Practice Test.

The TABE (Test for Adult Basic Education) was established as the post-assessment tool for graduating from the Lab under the ABE/GED program sponsored by CAT. Therefore, it continued as one of the pre and post-assessment tools for the workplace grant project. The Locator Test and Levels E, M, D, and A were administered to the majority of the employees/students. To the poor readers or non-readers, the Slosson Oral Reading Test (SORT) was administered until the student had mastered the reading skills needed to take the TABE.

In December 1990, the Employability Competency System (ECS) of CASAS (Comprehensive Adult Student Assessment System) was utilized in the classroom as another assessment tool. Since CASAS offered an assessment system in the functional context of employability, it fulfilled the pre and post-assessment needs of a workplace literacy project better than the TABE system. Consequently, all employees/students (with the exception of those taking SORT) would be administered both assessment tests in order to compare the two. At the conclusion of this grant, the TABE would be discontinued. It was not discontinued sooner because it helped maintain a consistent assessment tool for

the program and provided an opportunity to assess and compare employees' skill levels in two formats: TABE as an academic assessment and CASAS as a functional context approach to basic skills with individual performance measured by scale scores.

The Skills Bank software package was used extensively in the Reading Enrichment Lab. The lessons and tests within the software were used to help measure gains on a short-term basis.

The job-related assessments were developed by the site coordinator at later dates as each job-specific curriculum was developed. Once approved, pre and post-assessment test and the job-specific curricula were implemented.

PROGRESS REPORTS

The next objective in Phase II was to **negotiate with industry the format and scheduling of progress reports of the project.** There were basically three reporting formats that were agreed upon with the industry. The first report was a quarterly report to the Personnel Manager at the Williamsburg Plant. It named employees/students who had met exit criteria for each phase of the Lab. The second report was one that occurred as need dictated: the Personnel Manager requested notification if an employee missed two (2) or more classes for unjustifiable reasons.

The third report format was carried out at the Advisory Committee meetings. The Advisory Committee was established to be a guiding body for the Reading Enrichment Lab. Its membership was comprised of the Plant Manager, Robert Sills; Personnel Manager, Patty Gibson; Training Manager, Robert Parrott; PCC Workplace Project Director, Debra Harlow; two Supervisors - Sheila Spivey and John Enoch; three Employees - Phyllis Ruffin, Alice Rudd, and Robert Stokes; ad the Workplace Site Coordinator, David Bess. At these meetings, a report was given as to the status of the Reading Enrichment Lab and distributed to all members.

Weekly reports were submitted to the Workplace Project Director and quarterly reports were submitted to the U.S. Department of Education (funding source), Department of Vocational and Adult Education.

CLASS SCHEDULES

The third objective during this phase was two-fold; **first to establish a schedule of classes to be offered; second to identify eligible participants.** The first part of this objective, establishing class schedules, was accomplished ahead of schedule by July 1, 1990.

The ABE/GED program schedule had three one-hour classes on first shift, two one-hour classes on second shift, and two one-hour classes on third shift at BI each week. This was a total of seven classes for hourly employees on all three shifts which met three times per week with ten students/employees per class (70 participants; 21 hours total instruction per week). A full-time instructor taught the first and second shift classes. A part-time instructor taught the third-shift classes. Throughout the workplace program, this original schedule (see Appendix BI#1) experienced numerous changes as it was adjusted to meet the needs of the program and its partners.

By September 1990, Burlington Industries requested that front-line management and office staff be allowed to enroll in the Reading Enrichment Lab. The plant administration realized that some of these employees had academic deficiencies as well. Some needed computer orientation, several needed to earn GED's, and others simply needed to refresh their math and written communication skills.

As a result of this request, classes were offered for this group and titled "MDT" (Management Development Training) and were included on all three shifts with workplace staff providing them with the same services as hourly employees. Attendance in MDT classes by salaried personnel was flexible due to their unpredictable workload situations. This was a major change in the philosophy of the workplace literacy project. Prior to this time, only the academic needs of the hourly employees were being addressed.

Another major schedule change occurred when a third class for hourly employees was added to second and third shifts. This was a direct result of the hourly employees' request during an Advisory Committee Meeting. The total of hourly employee classes offered per day then increased to nine. The two extra classes (one on second and one on third) were added to the part-time instructor's schedule, bringing the total to four classes (not including MDT classes). The added classes also increased enrollment from 70 employees per quarter to 90.

A significant schedule addition took place in June 1991. PCC received special licensing from the General Educational Development Testing Service to use the Burlington Industries Williamsburg Plant as a satellite testing site for BI employees. The rationale for this approval was that the Williamsburg Plant was located 45 miles from the testing site, PCC's Main Campus: that was a strong deterrant to taking the GED test. Offering the GED test at the industry site was to improve the likelihood that employees would take the test. GED testing was scheduled as needed at BI.

Prior to June 1991, three employees had taken the GED at the Roxboro Campus. After June 1991, ten employees were administered the GED Test at the plant site.

The last major schedule change took place in September 1991 at the beginning of the Fall Quarter. One of the classes was removed from the third-shift schedule, reducing it to two classes on third shift and a total of eight classes. This class cancellation was completed at the request of the third-shift supervisors for several reasons. The first reason was because it was more difficult for third shift to function with employees in three classes than the other two shifts who had more personnel. The second reason was because the waiting list of employees wanting to enroll in the Lab was being depleted on third shift.

Burlington Industries had decided from the very beginning of the project that all hourly employees would be eligible to enroll in the Reading Enrichment Lab, regardless of educational status. Once employees were on the waiting list, BI had three criteria for selecting participants from this list for the Lab. The first criteria for selection was job classification (BI selected certain jobs to enter the Lab over others based on operational needs of the plant). The second criteria was work shift. An interested employee had to be on the appropriate shift in which a vacancy existed in the Lab. The last criteria was

job seniority. Therefore, the person in a specified job classification, appropriate shift, and with the most seniority on that job would be selected for a vacancy in the Reading Enrichment Lab. BI's personnel manager scheduled employees for the Lab from the waiting list.

IMPORTANT NOTES

It should be noted that this process of eligibility was adopted from the previous CAT project at BI. However, during the CAT project, employees who were certain to succeed quickly and make marked gains in assessment were enrolled first. The reasons for doing this were to create a "successful" image of the Reading Enrichment Lab at the start for the employees. Also, it would help to downplay the tendency of some employees to think that this class was only for "illiterates." This decision was mutually agreed upon by BI personnel, the CAT personnel and the outside evaluator. The positive by-products of this decision were: 1) a "successful" or positive image of the Reading Enrichment Lab was created at the plant almost immediately; 2) the need for recruitment of employees into the workplace program two years after the initial CAT recruitment process was completed was minimal because of the positive image of the program.

There is a note of caution to heed when comparing assessment gains from this project's enrollees to those who were initially enrolled (CAT). A predictable result was that post-assessment test results for this initial group (CAT Project) of employees/students was higher than the norm. Therefore, post-test results of this project's participants appear to be lower. Given the fact that initial enrollees were selected by the "guaranteed to succeed factor," no adequate comparisons of the two groups can be made.

CURRICULUM

The **development of the technical workplace curriculum incorporating workplace literacy skills identified in the literacy audit** was the next objective within Phase II. The original intention was to contract with an Industrial Education Consultant to perform the workplace literacy audits and develop the subsequent workplace literacy curriculum. The Site Coordinator performed this function; therefore, an Industrial Education Counselor was not needed. At the request of the industry and the external evaluator, the direction of the job-specific curriculum changed six months into the curriculum design. Because of these factors and several others, the timeframe for curriculum development was changed (see "Reasons for Slippage of Dates" for a more detailed discussion of these events.)

The final format for the job-specific literacy audits and the job-specific curriculum development was as follows. The 67 job classifications at the Williamsburg Plant would be placed under one of three categories based on similarity of job-related academic tasks. The three categories were: 1) technician; 2) operator; and 3) service. The industry specified key jobs under each job category to be analyzed. Based upon these audits, a job-specific curriculum would be developed for each job category.

This approach to the job-specific curriculum best met BI's needs and goals in two ways: 1) the Plant was making the transition from an "incentive" production process to a "teamwork" concept; and 2) the Plant Manager's goal was to have employees under major job categories cross-trained within the next five years.

Job audits were performed for thirteen jobs under the three main job categories. Competencies were determined and approved by a Job Specific Review Committee, taken from the Advisory Committee, consisting of the Training Manager, a front-line supervisor, and an hourly employee. Once competencies were agreed upon, they were then grouped under main learning processes and a curriculum for each of the three job categories was written.

Along with each curriculum, a pre and post-assessment criterion-referenced test was developed by the Site Coordinator. A student progress checklist to track individual student progress through the appropriate job-specific curriculum was also developed to aid the instructor.

Each job-specific curriculum incorporates BI's printed materials used on the job, as well as commercially produced materials to help teach the particular competency. To develop this curriculum, the Site Coordinator interviewed and observed employees who performed specific tasks, as well as the supervisors of those employees. The results guided the conclusions of the literacy audits and the ultimate design of the individual curricula. The completed curricula were submitted to the Training Manager (a member of the Job Specific Review Committee) and Advisory Committee for final approval.

The fifth objective of Phase II was to **develop computer software to enhance program instruction of the job-related concepts.** An authoring computer software package was sought for this purpose but not identified during the grant cycle. Instead of developing customized computer software, this project purchased and used commercially produced software that could be customized to some degree. The two main software programs purchased for this purpose were Word Attack Plus and M_SS_NG L_NKS, English Editor.

CLASS SITE

The last objective to be accomplished by September 30, 1990 was to **locate the training site at the Williamsburg Plant and stock the classroom with supplies, teaching materials, and equipment.**

The first task involved in this process was begun before grant funding was received -- deciding on a place for the classroom at the industry. BI considered several locations using existing rooms within the plant. Ultimately they rejected all of these and decided to build a special room in a visible location for the program. They chose to build a permanent class site by taking a large portion of one of the employee break rooms and erecting block walls and a door. The particular location chosen was ideal because it was in the main hallway where every hourly employee entered and exited the plant daily.

Furnishing the classroom was a joint effort by PCC and BI. PCC furnished storage and file cabinets. BI's shop personnel built computer tables and a study table, erected and painted walls, and adjusted lighting fixtures in the

ceiling to fit the classroom needs. BI also provided a teacher's desk and chair. The result was a moderately sized but attractive and clean classroom that was well-ventilated, lighted, and appropriately equipped.

The Reading Enrichment Lab staff was also provided an office in the administrative office area of the plant. It was equipped with three desks and chairs, one file cabinet, and one bookcase.

In order to utilize computer-aided instruction, BI donated $5,000 to the College Foundation to help with the purchase of ten (10) Apple II GS's with color monitors and two disk drives each (one 3 1/2" and one 5 1/4"). Later in the project, three of the computers were equipped with one Apple 20 megabyte hard-disk drives each. Six of the computers had Echo voice synthesizers installed to make them compatible with the Project Star software.

The class was stocked with computer software, commercially published adult literacy materials, and other teaching aides. (For a complete listing of software, see Appendix BI#4). It was also equipped with a TV/VCR unit with headphones, and an audio cassette player with headphones.

Most of this objective was accomplished prior to July 1, 1990. some of the equipment and materials were purchased later or throughout the program.

PHASE III

By September 1, 1990, four major objectives were to be completed: **conduct a promotion of the program and recruitment of students/employees; use standardized test results and job-related tests to assess students/employees' entry levels of skills; develop individualized learning plans for each participant in the program with the participant's assistance; and conduct the workplace literacy program.**

An extensive program promotion and student/employee recruitment effort had been put forth prior to the beginning of the project (see Phase I of this report). The initial promotion and recruitment was carried out on all three shifts and involved all of the Williamsburg Plant employees. The main participants in the project promotion were Robert Sills, Plant Manager; Debra Harlow, Project Director; Patty Gibson, Plant Personnel Manager, and Robert Parrott, Training Manager. Once a quarter, employees were reminded of the opportunities available to them through the Reading Enrichment Lab at the quarterly appreciation dinner. BI also included a tour of the Reading Enrichment Lab for new employees.

It is important to mention two factors that had a major impact on the recruitment/retention process: 1) employees were allowed to attend classes on company time and be paid their regular wages while in the class; and 2) the Plant Manager was 100% committed to this program and sold that commitment throughout the administrative staff, front-line supervisors, and hourly employees. This level of commitment from the Plant Manager impacted every aspect of this project.

The criteria for selection of students/employees was discussed earlier under the goals of Phase II. Participants were selected without regard to race, color, national origin, gender, age, or handicapping condition.

The use of standardized tests for assessment of entry-level skills was already implemented prior to September 1, 1990, and is discussed in detail under Phase II here. The implementation of the job-related tests was accomplished later. Originally it was decided to use assessment tests to identify prospective participants for the program. Prior to implementation, it was decided by the industry that any employee could participate irregardless of his/her educational status. Therefore, the idea of using assessment tests to identify prospective participants was discontinued.

The actual assigning of employees to specific classes was accomplished through the plant personnel office in conjunction with the employee's/student's supervisor and the employee/student.

An individualized learning plan for each enrolled participant was developed with the participant's assistance after assessment. This process was completed quarterly for each new and returning student. (See Appendix BI#5 for learning contract sample.)

The last objective of Phase II, **conduct the workplace literacy program**, was begun on July 1 and was ongoing. Seven of the nine sub-topics under this objective were implemented from the beginning of the project.

Five of the sub-topics: 1) provide curriculum materials and teaching strategies to improve critical-thinking and problem-solving skills among employees; 2) provide opportunities to link basic skills and thinking skills together; 3) provide a variety of teaching methodologies to meet individual student's needs; 4) provide individualized and group teaching, computer-assisted instruction and utilization of audio and video equipment; and 5) provide computer-assisted instruction to expedite the student's learning process/mastery of concepts taught and to become comfortable with using a computer. These were accomplished through conscientious efforts of the instructors and the learning environment they created in the Lab. Individualized learning plant were developed for each student which included a wide variety of learning materials such as textbooks, computer software, video tapes, and group discussion. The student/employee was encouraged to be a self-directed learner rather than an instructor-directed learner.

Testimony of the successful transfer of computer skills from the classroom to the job setting follow. The clothroom grading recordkeeping process was changed from a pencil and paper process to a computerized process. Cloth inspectors/graders on all three shifts were encouraged to enroll in the Reading Enrichment Lab. Those who responded were given priority status in the job criteria for placement in the class. Many months later, after most of the cloth inspectors/graders had graduated from the Lab, the training for the new computerized system was carried out. At the conclusion of the cloth room's training program, the cloth room supervisor, Vernon Zimmerman, made this unsolicited statement, "The employees who graduated from the Reading Lab were four times as easy to train over those employees who were not enrolled in the Lab."

Improvement of teamworking abilities by providing opportunities for employees to work together and learn from each other was encouraged through various means. During group discussions, this opportunity was readily available. However, it was made available in a more subtle way on a day-to-day basis. As

new employees/students were oriented to the class environment, students were encouraged to assist the new ones in whatever way was helpful to acclimate them to the program. Employees/students were encouraged to feel that this was their classroom for their benefit. It was not uncommon for a fellow employee to assist another employee in tasks from learning how to run a particular computer software program to explaining a difficult math concept.

Recognizing the employee's knowledge of the job and building upon that knowledge to improve the employee's self-concept and job attitude was a very subjective goal to measure. In working "successfully" with adults, it is imperative that an attitude of mutual respect be established in the learning environment. This attitude is conveyed through comments and reactions to events in the class, as well as facial expressions and body language. Throughout the duration of this project, both the full-time instructor and the part-time instructor were capable of portraying this attitude in a genuine way.

One situation illustrates this fact. A gentleman who had been an employee of BI for over 35 years approached the on-site coordinator with this testimony. He had just enrolled in the Reading Enrichment Lab one year after it had begun at the plant. He was an intelligent man and had a successful business outside of the plant, but he could not read. He was skeptical of the program from the start and refused to sign up, even though he desperately wanted to do so. He decided to watch and wait for a while. He said that during this time, he watched the full-time instructor and her attitude, as well as attitudes of other project personnel. He concluded that he would be treated with respect and as an adult and decided to enroll. As of February 1992, he was one of the project's most vocal supporters and was learning to read. (For more testimonials, see Appendix BI#6.)

When the job-specific curricula was completed, a bridge was created linking basic skills and workplace literacy skills. Job problems and simulated work situations requiring basic skills were integrated into the curriculum. Thus, the gap between employees' abilities and job requirements narrowed.

PHASE IV

This last phase of the project began on November 1, 1990 and was ongoing throughout the duration of the project and involved basically the evaluative process. The three objectives during this phase were: **evaluate the employee's/student's progress as outlined in the individualized learning plan; evaluate each class each quarter at the industry; and evaluate the workplace literacy program at the conclusion of the program.**

Every enrolled employee/student, upon conclusion of the assessment process, was involved with their instructor in developing an individualized learning plan/contract per quarter. This learning plan/contract specified measurable academic competencies, the means to those competencies, and the methods whereby those competencies could be measured. Each quarter, these competencies were re-evaluated and adjusted as needed. These learning plans/contracts were kept in the students' permanent records in the classroom for ease of access as needed.

The second objective was to **evaluate each class each quarter at the Williamsburg Plant.** The site coordinator was to conduct the evaluation using hard data and subjective feedback from students, supervisors, and management. This quarterly evaluation process was accomplished in several ways.

The first type of quarterly evaluation involved collecting hard data for the National Workplace Literacy Program Information Form (see Appendix BI#7). This report was a voluntary one that PCC sent to the U.S. Department of Education on a quarterly basis. Secondly, a subjective evaluation was conducted quarterly using a Supervisor Questionnaire (see Appendix BI #8). This questionnaire required that the supervisors of each enrolled employee be evaluated as to the impact that the class had had upon their employees. The identity of the employee/student remained anonymous with this survey. Thirdly, on a quarterly basis, and frequently more often, the Advisory Committee met to discuss and evaluate the progress of the program. The members of the Committee discussed the progress of the program to date; problems that needed to be addressed; adjustments to be made; avenues of action to follow; and the future goals of the program.

Fourthly, the Site Coordinator submitted a weekly narrative report to the Project Director. Later, these reports became monthly. The Project Director monitored the program and initiated corrective measures by using these reports. Additionally, the Project Director conducted a quarterly site visit and completed a Supervision Checklist/Class Audit Form as required by PCC's Accountability and Credibility Plan.

Midway through the project, two separate evaluation forms were submitted to employees/students and supervisors respectively. The student questionnaire was submitted to employees/students (see Appendix BI#9) to receive their feedback as to the effectiveness of the Reading Enrichment lab. Then on March 4, 1991, a Supervisor's Confidential Evaluation of the Reading Enrichment Lab was sent out to all Williamsburg supervisors (see Appendix BI #10).

Piedmont Community College had contracted with Dr. Eunice Askov of the Adult Literacy Institute of Penn State University to be the project's independent evaluator. Dr. Askov made two visits to the project site. The first visit was midway through the project. At this first visit, Dr. Askov interviewed employees/students, the instructors, the on-site coordinator, the Plant Personnel Manager, the Plant Training Manager, the Plant Manager, and the Project Director. She gave valuable constructive criticism with reference to curriculum development, as well as encouraging comments about the project as a result of her interviews.

Dr. Askov then revisited the Williamsburg Plant at the conclusion of the project to make her final evaluation. At this visit, she reviewed the curricula, the assesment data and enrollment figures, as well as other hard data about the project. Her conclusions can be found in Section D of this report.

SLIPPAGES FROM TARGET DATES

The majority of target dates for accomplishing objectives were fulfilled as scheduled, or ahead of schedule. However, as in any project of this magnitude that endeavors to address a need in an innovative way, some objectives will be established within unrealistic time frames. Other goals will simply be altered, deleted, or unachieved. This project is no exception.

In referring back to an earlier part of this document under Phase I, #1 - employ staff for the project, there are several objectives that must be addressed.

An educational counselor on a part-time basis was not secured for BI though sincere efforts were made. There are several reasons for this situation. The Williamsburg Plant is located in a remote area of Caswell County. It is located 20 miles from the county seat, the city of Yanceyville, NC. It is located 20 miles from the nearest large city (population 38,000+) of Burlington, NC. And it is located about 20 miles from the nearest moderate-sized city (population 13,000+) of Reidsville, NC. Also, Caswell County is a strictly agrarian community of which this plant is the largest employer and one of two industries. The conclusion of all these factors is that the plant is far removed from any population centers and is located in a county that is lacking in trained professionals who would qualify for this position. By Winter Quarter 1990-91, it was apparent that an Educational Counselor was not a necessary position. The instructors served as counselors to students as did the Site Coordinator. Therefore, the position of Educational Counselor at the Williamsburg Plant was eliminated. Any questions the students had in reference to educational needs could be addressed by the current project staff.

The duties of the industrial educational counselor were reassigned to the site coordinator prior to the actual beginning date of the project, thus eliminating the need to contract such a person.

An instructional aide was employed by the college for the project. However, this person resigned from this part-time position to assume a full-time instructor's position in the Caswell County School system. A replacement was not found for this position.

A promotional brochure (see Appendix BI#2) was designed for this project on schedule. However, the time that was needed for the brochure to go through the approval process at the college, and then subsequently at the industry as well as printing, proofing, and reprinting was not anticipated. However, the Public Relations Department of Burlington Industries Corporate Headquarters volunteered their professional design staff to assist in redesigning the brochure. They also contracted with a professional photographer to take photographs for the brochure. These services, though greatly appreciated, altered the completion date of the brochure even more. The final promotional brochure was available on June 6, 1991 (see Appendix BI #3).

The last date slippage in the project is found in Phase II: develop the curriculum incorporating workplace literacy skills identified in the literacy

audits. Though the literacy audits had been completed by December 31, 1990, the curricula were not completed by this date. There are several factors contributing to this completion delay.

The Site Coordinator was responsible for the job audits and curriculum development, as well as other duties. Among those duties was to instruct classes during the absence of an instructor. The reason for the late completion dates for the last two curricula was due to a staffing problem. On two separate occasions during the program, the part-time evening instructors resigned. (The second evening instructor resigned to accept a full-time position at another North Carolina Community College.) During the first vacancy, the Site Coordinator filled the vacancy for one month during the 1990-91 Winter Quarter. During the second vacancy, the Site Coordinator instructed the evening second and third shift classes for five months. The second vacancy coincided with the development time of the second and third job-specific curricula. This factor impeeded the progress and completion of these curricula markedly.

Another major factor impacting this situation was that near the completion of the first job-specific curriculum for the project, the format of the job-specific curriculum changed. Originally, the plan was to write separate curriculums for each job specified by the industry. However, at an Advisory Committee Meeting on January 24, 1991, the Plant Manager made an innovative suggestion. He thought that the direction of the curriculum development was focusing too closely on individual jobs. Since his goal for the next five years was to cross-train members of workteams and essentially eliminate many job classifications, he preferred a curriculum design that would complement this future direction.

Therefore, he suggested to the Advisory Committee that the current job-specific curriculum development process be dropped and a new design be put in its place. His suggestion was to categorize all 67 job classifications at the Williamsburg Plant under three main areas according to job and academic skills. The three categories were: Technician, Operator, and Service. The Advisory Committee immediately approved this suggestion and agreed that this plant would be better served with this type of curriculum development.

One week later, Dr. Eunice Askov of Penn State University, the external evaluator, made a site visit to the BI Plant. After reviewing the program progress at the Williamsburg Plant and without being informed of the recent change in curriculum direction, Dr. Askov coincidently made the identical recommendation that the plant manager had made: categorize the jobs into major areas for curriculum development.

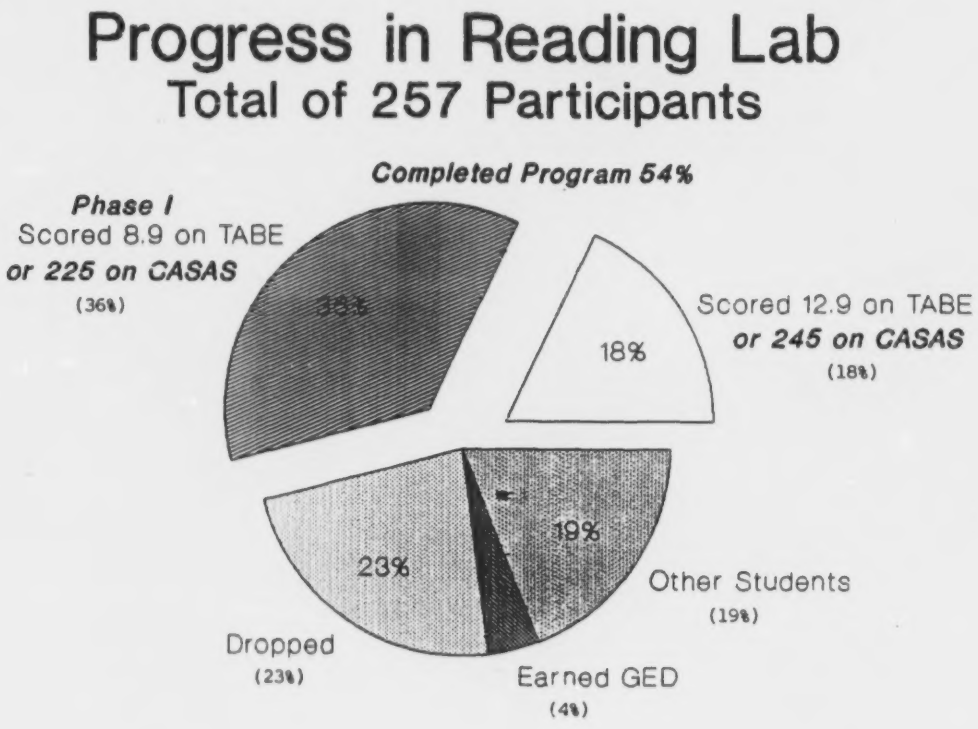
After this new direction was acted upon, it was on March 25, 1991 that the Technician curriculum was completed. The next curriculum to be developed was the Operator's Curriculum, which was completed on October 10, 1991. The third and final curriculum, the Service Curriculum, was completed on December 19, 1991.

Project Participants: The Number and Characteristics of the Participants and Outcomes Achieved by Participants

Enrollment Statistics

The total enrollment for six quarters was 542 participants (Summer 1990 - Fall 1990). Since many employees remained in the Lab for more than one quarter, this is a duplicated figure. The average time spent in the Lab by an employee/student was 60.3 hours. The non-duplicated total enrollment was 257.

Of those who enrolled, 138 employees/students completed the Phase I level in the Reading Enrichment Lab during this project. This represents 54% of the non-duplicated enrollment. Ten employees earned their GED's while enrolled in the classroom.

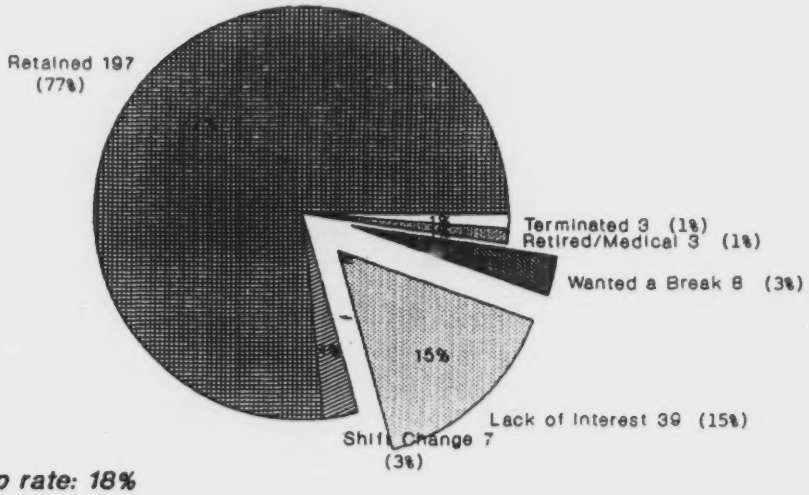


BI and PCC Partnership 1990-1991

There were 60 employees/students who left the Reading Enrichment Lab for reasons other than graduation (11% of the duplicated enrollment and 23% of the non-duplicated enrollment). The retention rate during the first four quarters averaged 93%. The retention rate during the last two quarters averaged 75%. The total retention rate was 77%. Most of the decrease in retention was on

third shift (younger employees and where there was greater pressure to remain on the job and not participate in the program). Interestingly, the last two quarters of the project were among the three quarters with the highest graduation rates.

Drop Rate for Reading Lab
257 Participants



Intervenable drop rate: 18%

BI and PCC Partnership 1990-91

Job-Specific Curriculum Data

All three job-specific curricula were completed by the conclusion of the project (December 1991). Eight employees have participated in the job-specific curricula. Their pre-test scores are listed below. At the time of this report, post-testing had not occurred yet. The industry stated that they wanted all employees/students who qualified to work in the job-specific curricula regardless of their pre-test scores. To qualify, an employee/student must read at 3.0 on the TABE Reading Test or a 213 CASAS scale score on the Reading Test.

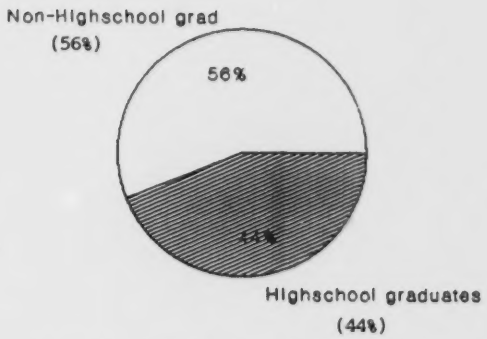
Thus, employees/students with scores of 80% or better do participate in the curricula. (This is consistent with the Plant's policy that all employees may participate in the Reading Enrichment Lab regardless of educational status.) To insure that those most in need of the program would have the opportunity to participate, the Advisory Committee recommended that only 33% of the total Reading Enrichment Lab enrollment could participate in the job-specific curricula (Phase II) at any one time.

Of the 257 non-duplicated participants, 114 (or 44%) were high school graduates. (BI does not require job applicants to be high school graduates since diplomas do not guarantee high school level competence.)

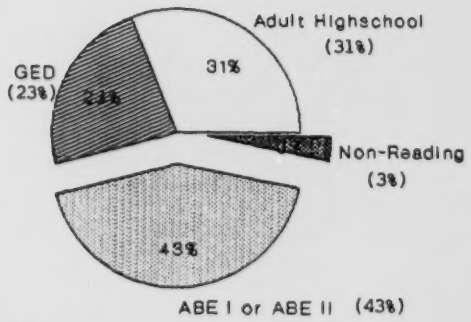
Population Data

One hundred and nineteen employees/students (119), or 46%, were placed as ABE I or ABE II following standardized pre-testing. Seventy-eight were placed in AHS (31%) and sixty were placed in GED (23%). Nine employees were non-readers upon entering the Reading Enrichment Lab.

Reading Lab
Academic Levels of Participants



High School Status



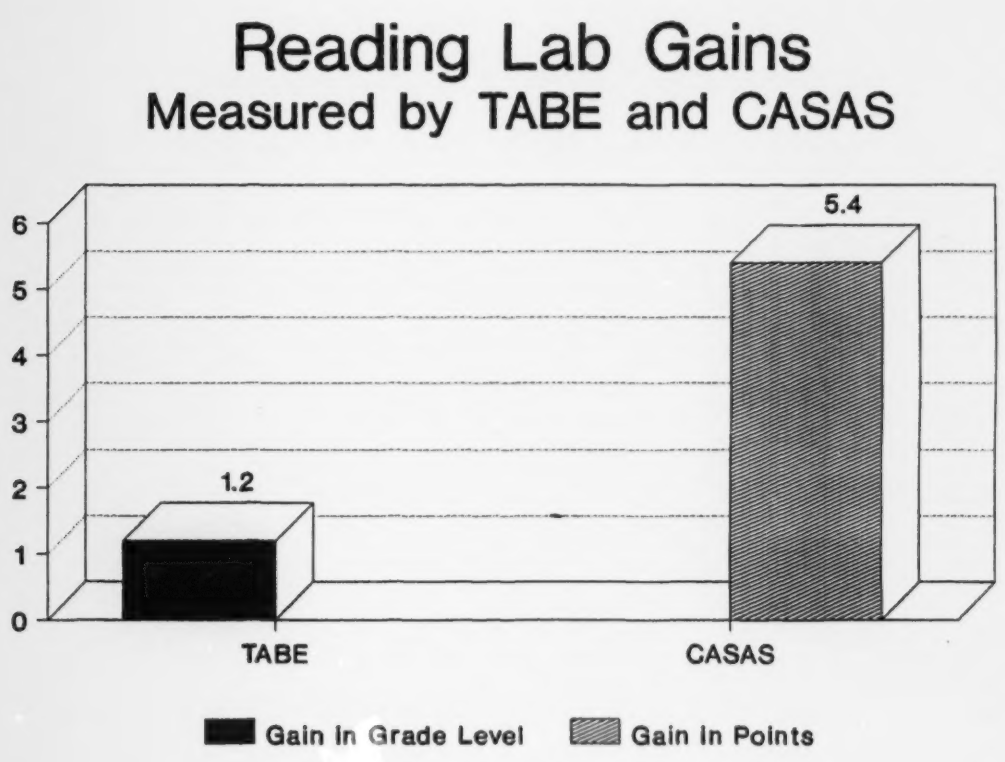
Placement Levels

BI and PCC Partnership 1990-1991

The TABE (Test for Adult Basic Education) and the CASAS (Comprehensive Adult Student Assessment System) were the two standardized assessment tests employed in this project. The TABE was used throughout the entire project and was used to indicate academic progress and fulfillment of Phase I requirement. At the beginning of Winter Quarter 1990, CASAS was implemented to measure academic competence in a functional (job-related) context. CASAS scores were used to place students into ABE I, II and AHS/GED levels for registration into the College's Adult Literacy Program.

Average Gains on Tests

The average grade level gain on TABE for 29 hours of computer-aided instruction was 1.2 grade levels. The average point gain on the CASAS for 29 hours of the same instruction was 5.4 points. Fifty-four students/employees gained three (3) grade levels.

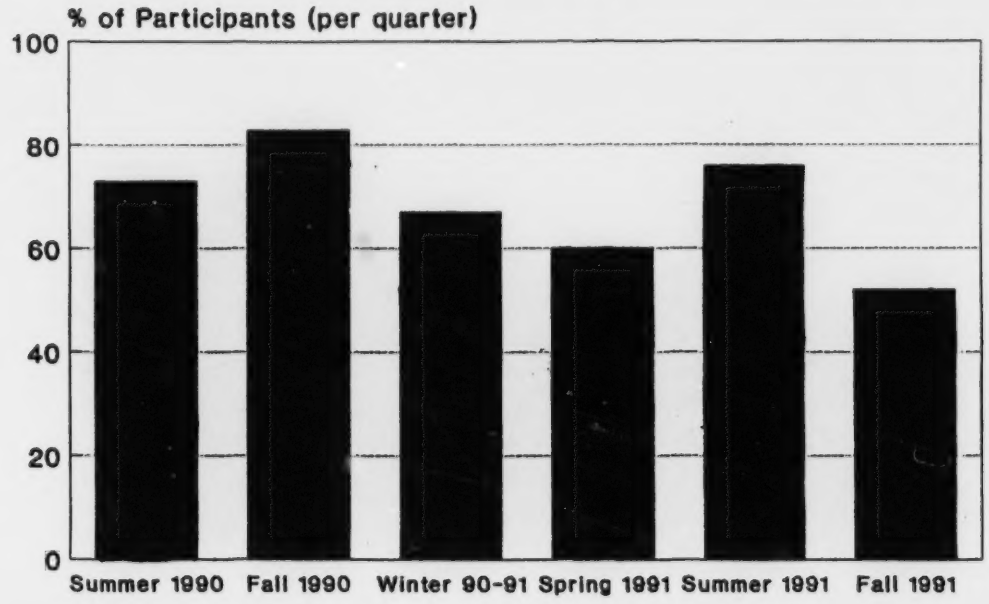


BI and PCC Partnership 1990-1991

Forty-five employees placed above the program parameters of 12.9 on the TABE Pre-Test and scored above 245 scale score on CASAS Pre-Assessment. Although these test results disqualified employees from registering into the College's literacy program, the Williamsburg management wanted all interested employees to have the opportunity to participate. Therefore, these employees were included in the project but not calculated into the College's funding formula. The industry needed job-specific pre-tests in order to determine who really needed the program and those did not exist at the outset of the project. CASAS provided assessment which was more closely related to jobs than TABE.

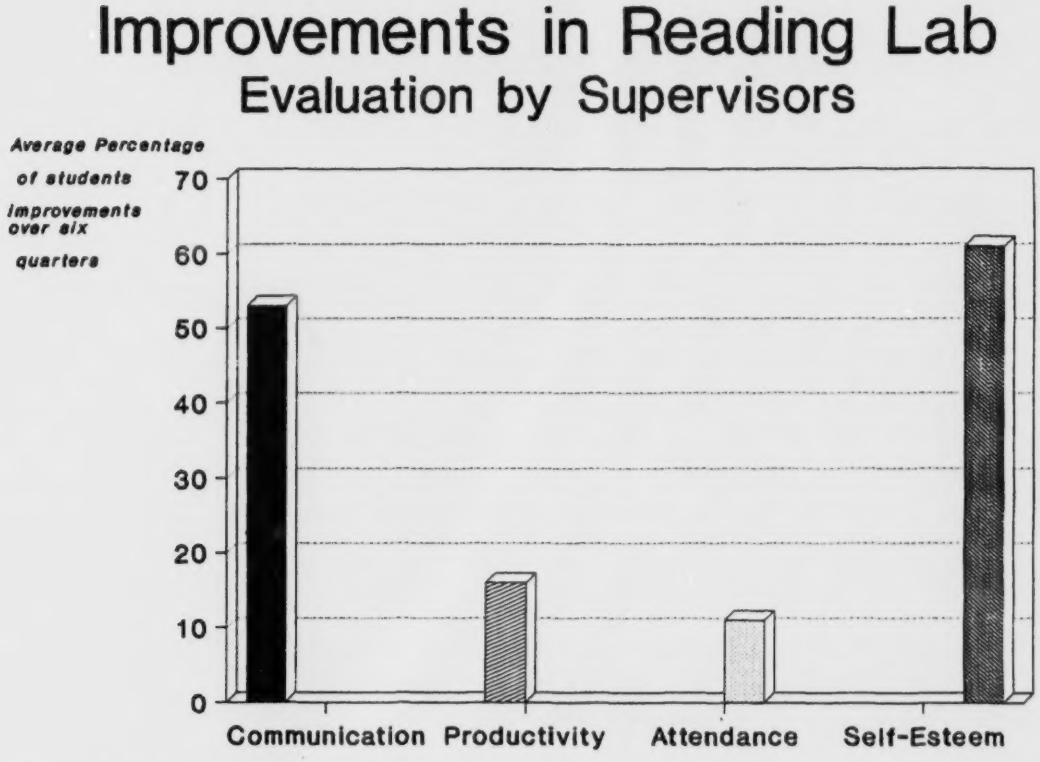
Based on the standardized pre and post-assessment scores, an average of 69% of the students/employees made improvements in Basic Skills. Below is a graph showing the percentage of improvement per quarter. During the first five quarters, all students were administered pre and post-assessment tests. There was a policy change in post-assessment testing in the Fall Quarter 1991. Post-tests were given to only a select group of participants.

Reading Lab Participants
Improvements in Basic Skills



BI and PCC Partnership 1990-91

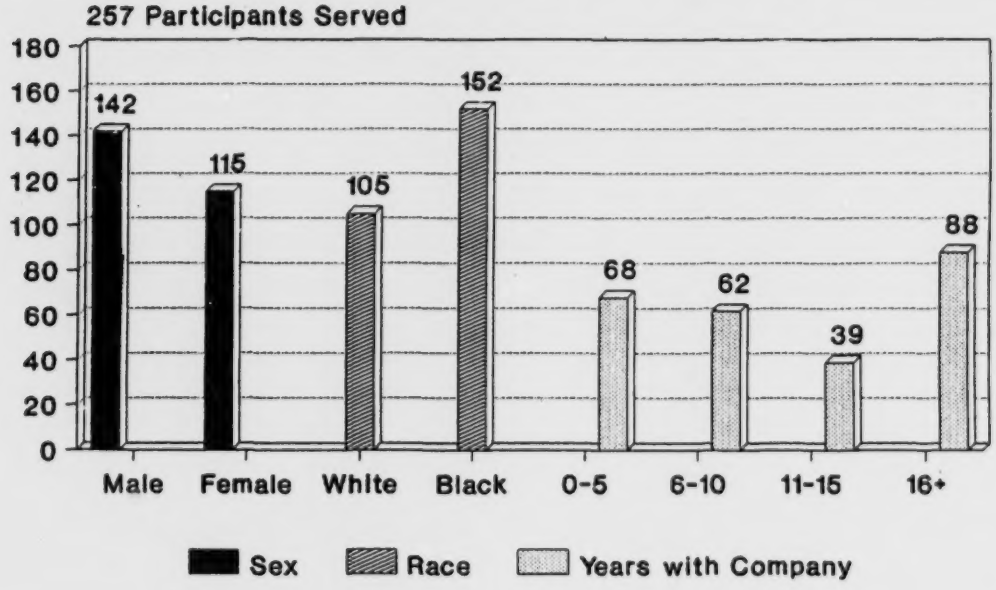
On a quarterly basis, the supervisors evaluated their employees enrolled in the Reading Lab (see Supervisor's Questionnaire - Appendix BI #8). There were four areas of evaluation: improved communication skills, improved productivity, improved attendance (BI requires 100% attendance), and improved self-esteem. The graph below shows the average results over a six-quarter period.



Quarterly, participants' demographic data was collected and reported using the National Workplace Literacy Program Information Form (see Appendix BI #7). This report was sent on a voluntary basis to the U.S. Department of Education. This demographic data is listed in the graph below.

DEMOGRAPHIC INFORMATION

Reading Lab Participants



BI and PCC Partnership 1990-91

REPORT ON DISSEMINATION ACTIVITIES

The Reading Enrichment Lab was a major innovative effort for the Burlington Industries Corporation, and the Williamsburg Plant specifically. The fact that the industry was willing to offer instruction at the plant and on company time represented a major investment for BI. This financial investment could not have come at a more difficult, yet opportune time for BI. They had just successfully resisted a hostile takeover at great expense. However, the takeover attempt and resulting events forced BI to re-evaluate virtually everything it did as a textile industry. The Reading Enrichment Lab, with its job-specific curricula, fitted into the restructuring plans of BI very well.

As a result of this commitment to improving basic skills of their employees, BI was anxious for others to know of this investment in the future. One of the main methods used to disseminate the activities of the project was through tours. Some of the people who visited the Lab were major customers of BI: Sears, La-Z-Boy, Monsanto, DuPont, Cone Mills, Bench Craft, Restonic, and the largest textile competitor, Milliken Mills. Having customers visit the Reading Enrichment Lab had two benefits. First, it showed the customers that BI was healthy and planning for the future. The second benefit was that these industries were exposed to the idea of employee education which they would take back with them to their companies as evidence of continuous improvement and training.

The Williamsburg Plant also hosted tours for many of their own executives, division managers, plant managers, junior executives, and visiting employee groups from other BI plants. The concept of ABE/GED classes was not new to all BI plants (previous CAT project). However, job-specific curricula, customized computer-aided instruction, and on-shift classes were new and created much interest. BI was anxious for plants within this division, as well as in other divisions, to see the potential and value of such a program.

Educators in the field of adult education toured the Lab and interviewed the project staff as well. Dr. Bruce Poulton, former Chancellor of N.C. State University and current Director of Adult Literacy for N.C. State University, made several visits. The School of Textiles, also from N.C. State University, sent students as well as professors to see the project. Milliken Mills, the largest privately owned textile company, sent several educators to do an extensive evaluation of the project. They had plans to implement a similar program.

On November 17, 1991, the Williamsburg Plant celebrated its 25th anniversary with an Open House. Employees, relatives, and visitors from the community were given a tour of the Williamsburg Plant. An integral part of that tour was the Reading Enrichment Lab. Over 600 people toured the plant and Lab that day. (For a detailed list of tours, please refer to Appendix BI #11.)

Burlington Industries Corporation publishes an in-house quarterly newspaper. This paper is distributed throughout the company for employees as well as visitors. The Reading Enrichment Lab has received coverage in this publication. Each issue contains the list of employees who have completed Phase I for the previous quarter, as well as some comments about the Lab by the Personnel Department.

There have been interviews by three newspapers and one television station. One of the program's students became the center of a major interview about adult education in N.C. Not only was video footage taken of the classroom, but she was interviewed at home and at church. This interview was aired on the six o'clock news in the Greensboro Triad area of North Carolina.

Once a year, Burlington House Decorative Fabrics Division contracts with a production company to produce a documentary video on developments within the division. The Williamsburg Plant is a member of this division and several of its employees who were also students of the workplace program were interviewed for this video. Film footage was also taken of the classroom with the re-enactment of a class in progress.

Another method of publicizing this project was through the promotional brochure produced by PCC and BI. This professionally produced brochure (see Appendix BI#3) explains and illustrates the project at the Williamsburg Plant.

The message about workplace education and the project in particular has also been disseminated jointly by the College and the Plant administrative staff. The Personnel Manager and Training Manager of the Williamsburg Plant participated in the Governor's Adult Literacy Conference in Greensboro, North Carolina in July 1990. They assisted the Workplace Literacy Project Director in presenting this project to the participants at a workshop session. During the State Conference for the International Reading Association in Charlotte, NC (March 1991), the Project Director and Personnel Manager presented a workshop on the program.

In October 1990, the Plant Manager, Robert Sills, participated in the National Council on Community Services and Adult Education Conference in Minneapolis, Minnesota. He co-facilitated a workshop presentation with the Project Director at this convention. Finally, in September 1991, the President of Piedmont Community College, BI's Personnel Manager, and PCC's Project Director presented the project at the COMBASE (Community Based Post Secondary Education) Conference in Chicago, IL.

Changes in Key Personnel

Throughout the life of this program, there were several key personnel changes that did impact the overall effectiveness of the program. One of the personnel changes involved the industry's contact person for the project, the Williamsburg Plant Personnel Manager, Patty Gibson.

Mrs. Gibson was involved in every stage of developing and implementing the program from beginning to end. Her enthusiasm and efforts contributed to the success of the program. She continually made contact with the instructors, supervisors, employees/students, and the Site Coordinator to check on the progress and impact of the Reading Enrichment Lab at the Williamsburg Plant. This was important to the life of the workplace program - to have visible and active support from the industry's management team of which Mrs. Gibson was an integral part. She was very involved in the day-to-day decision making, as well as the long-term planning of the program. However, approximately one-fourth of the way through the project, she took a six-month maternity leave.

It is difficult to measure the impact her absence had on the program due to the positive and supportive atmosphere created initially for the program by the Plant Manager and the Personnel Manager. Therefore, when the Personnel Manager went on maternity leave, many people endeavored to fill this gap until she returned.

The responsibilities of the Personnel Manager and BI's contact person for the Reading Lab were delegated to two other administrative personnel. However, they did not have the background, knowledge of the project, or time to commit to the program, and readily admitted this.

The main areas affected during this transition were communication with supervisors and employees. Because of this, vacancies in the classroom were filled more slowly from the waiting list. Also, some confusion arose between instructors and the contact personnel. Neither of these problems had a major impact on the overall effectiveness of the program.

The second key personnel change involved the evening instructor position. This position proved to be the most difficult position to fill on a long-term basis because of the scheduled time of classes offered on second and third shifts. Also, the position for second and third-shift instructor was part-time. Therefore, during the 18-month project, three different instructors taught these evening classes. One of the major affects of this situation was the lack of continuity of instruction for evening classes. Another drawback was that for a seven-month period of time, the site coordinator served as evening instructor. In assuming these classes, his job audits and curriculum development fell behind schedule.

This lack of evening instructional staff had more impact on the program than any personnel changes. The solution to this problem is a difficult one. The needs of the third shift employees/students are very real. However, the ability to meet the need with qualified personnel is difficult. Two alternatives to this situation are to either offer the classes at the end of the third shift, or offer the classes off shift and reimburse employees at their regular hourly wage for class time.

Other objectives for this project can be found on the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), Division of National Programs (DNP) summary sheet (see Appendix PR#6).

Section #6 of that summary states three broad outcomes expected as a result of improving employees' basic skills in the workplace. Employees should be able to: 1) function in their current jobs with increasing competence; 2) move laterally or upward; and 3) meet changing job requirements. The means whereby these objectives were to be achieved are found in Section #7 of the same document.

According to information from BI, these three objectives were met. Testimonies from employees, plant manager, personnel director, and supervisors attest to an overall increase of employees' competence in their current jobs. Since the beginning of the program, the productivity, attendance, morale, and efficiency have increased. Plant personnel have openly stated that a good portion of this is directly attributable to the Reading Enrichment Lab. However, because industry is reluctant to give hard data in these areas (since it is "proprietary" information), it is difficult to quantify. There are other factors to be considered in regards to the increased areas of performance mentioned above (i.e., the recent implementation of the "teamwork" concept, computerization affecting over 80% of the plant, "Front-Line" Leadership training for managers as well as "Working" - a teamwork training program for hourly employees are some of the other possible factors).

One of the supervisors at the BI Williamsburg Plant, Jeremiah Jefferies (who is a member of the Caswell County Board of Commissioners), stated recently at a County Commissioners meeting, "The Reading Enrichment Lab is the best thing

that Burlington Industries has ever offered its employees." These unsolicited endorsements of the program from all levels of employees verifies the success of the program.

For a quantitative evaluation, the procedures as well as the outcomes, results, or products of these objectives can be verified. For example, one procedure was to assess ten (10) departments within the two industries (C&A and BI) for literacy and technical skills requirements for each job within each department. At the BI Williamsburg Plant, there were three areas (BI does not use the term department) which were evaluated. At the industry's request, key jobs were chosen in each area to be assessed (audited). These jobs, as specified by the industry, were audited and the results incorporated into the curriculum for each area (Technician, Operator, and Service).

The plan to offer one class per shift for ten employees was accomplished throughout the project. Since the promotion and recruitment efforts were so successful, several classes per shift were established. A waiting list was created for the 400+ employees who wanted to enroll in the workplace program.

The last procedure involved integrating technical literacy into curricula for each industry. This was accomplished with the completion of the three curricula -- Technician, Operator, and Service.

Under Section #8, Outcomes/Results/Products, there are four areas to address. To provide basic and technical literacy skills to 800+ employees from both industries is the first area. At BI, the duplicated enrollment totals are 542 employees served over a six-quarter time period. This represented a non-duplicated enrollment of 257 employees/students.

As stated above, there were three (3) areas (departments) assessed at BI. All of the job titles being addressed by this program at the Williamsburg Plant fell into these three categories.

The third area was to upgrade 80 plant employees a minimum of three (3) grade levels by September 30, 1991 from the two industries. At the BI plant, the total to achieve this goal was 54.

The last area under this topic was to have 35 plant employees complete the General Education Development (GED) requirements from the two industries. During the program, ten (10) employees at BI earned their GED's with approximately ten other employees studying for their GED's at the conclusion of the project. A factor to take into consideration is that the GED, though important, is not as important to industry as the real competency level of a particular employee. Therefore, the GED is not a priority goal to industry; however, BI was extremely supportive of those employees/students striving to achieve GED status.

COLLINS & AIKMAN

WORKPLACE SITE SUMMARY

COLLINS & AIKMAN
WORKPLACE SITE SUMMARY

The Cavel Division of Collins & Aikman (C&A), a leading textile industry and the largest employer in Roxboro, North Carolina in Person County, was one of the two industrial partners involved in this workplace grant effort with Piedmont Community College. C&A named its workplace program "Lifelong Learning" after the grant concept (LLL).

Collins & Aikman produces textiles for the automotive and furniture industries. Of its three major facilities in Roxboro: the Main, Knit and Elm Plants, the Main Plant was the site for developing the LLL program. The Main Plant contains the majority of C&A's workforce -- 900 of the total 1480 employees. The Cavel Division, located in Roxboro, North Carolina, is the largest plush pile manufacturer in the world with a capacity of more than 750,000 yard a week. Two-thirds of the production goes to the world-wide automotive industry as velvet upholstery material used as seating, door coverings, and bolsters. The remainder of the production goes to the furniture industry, gracing the world's finest home furnishings.

The actual accomplishments of the Lifelong Learning Program located on site at C&A will be compared to the objectives contained in the approved application. The schedule of those accomplishments will be compared to the target dates contained in the approved application which were outlined in phases. These are: Phase I; Phase II; Phase III; and Phase IV.

PHASE I

The first phase is listed as Phase I and covers the period from July 1, 1990 to September 30, 1990. In this Phase and in this timeframe, four objectives were listed in the approved application: **employ staff for the project; develop a promotional brochure for the workplace literacy program; recruit employees/students; and train staff.**

The first objective in Phase I was to **employ staff.** A full-time Site Coordinator for the Lifelong Learning Program at C&A, Linda Caywood-Farrell, was hired in August of 1990. The full-time on-site Instructor, Brenda Clayton, was hired in July of 1990. Richard Quesenberry, the part-time Educational Counselor, was hired in December of 1990. This schedule slippage in hiring staff was due to the difficulty encountered in finding qualified applicants for this position. Also, from the time the grant proposal was conceived, September 1989, to notification of grant status, April 1990 (seven months), the partners had basically stored the concept for future reference. After seven months of wait time, a process of re-education was needed for both the educational and business partners to review the concept and define roles. Staff positions were advertised, and interviews were conducted by both Piedmont Community College and the industrial partners before a final job offer was made to applicants.

Sylvia Gault, the full-time Project Secretary, was hired in July of 1990. As secretary to the project, Mrs. Gault worked with both industries and was housed at the College's Person County Campus. Her position, like that of the Project Director, required the ability to protect proprietary information regarding each industry. Because this position was a new one at the College, there was a six-week delay in furnishing the secretary's office area. Other equipment problems took longer to address: a printer for the computer and a copier. The secretary was not as efficient during this 9-12 month delay because she had to walk approximately 250 yards (round trip) to make copies or to get a printed copy from her computer entry.

Kim Whitman, an Instructional Assistant, was hired in November of 1990. The schedule slippage in hiring an assistant (from September 30 to November) was due to the fact that the need for an Instructional Assistant could not be identified until an assessment of employees'/students' needs could be implemented.

Other personnel who were to be employed were an Industrial Educational Consultant and a Computer Programmer/Consultant. C&A determined that an Industrial Educational Consultant wasn't necessary and that the Training Manager, Department Managers, and Plant Managers, as well as other employees, would act as resources for the site coordinator in designing customized curriculum. The reason that C&A made this decision was that no one outside of the company could know as much about the Main Plant's operations and what competencies were needed as did C&A's own personnel. C&A also reasoned that Linda Caywood-Farrell, site coordinator, had excellent qualifications in curriculum design and together, this team had the ability to design customized curriculum that would meet the particular needs of C&A. The industry also provided their own full-time Computer Programmer/Consultant, Hartwell Stringer, to oversee and assist with all aspects of the operation of the computers, software, programming, etc. Mr. Stringer was an invaluable resource. (See Appendix PR#1 for Resumes of Personnel.)

The second objective of Phase I was to **develop a promotional brochure for the workplace literacy program**. The site coordinator for Lifelong Learning began to develop a workplace literacy brochure in September of 1990. This brochure underwent many revisions, format changes, and design changes with both Piedmont Community College and C&A. The brochure was completed in September of 1991 and printed in December of 1991. The slippage in schedule was due to a number of revisions and delays in printing (see Appendix C&A #2-R).

Another objective of Phase I was the **recruiting of employees/students**. Debra Harlow, Director of the Workplace Project, met with C&A's management, front-line supervisors, and managers to explain the Lifelong Learning Program and to introduce the site coordinator and instructor as a first step towards this objective. The program was at first called "Lifelong Learning for Jobs" but was later shortened to "Lifelong Learning." It was also later determined that more promotional work needed to be done with the front-line supervisors in order to gather strong support from this area.

The next step in recruiting employees/students was the design and posting of a flyer. The site coordinator was responsible for this task. In September, C&A's Training Manager, Human Resources Director, Plant Manager and the Lifelong Learning staff held employee information and demonstration meetings to recruit students/employees for the program. C&A determined that both salaried and hourly

employees could volunteer to participate and that arrangements would be made, where possible, for employees to attend class on shift time and at the employees' hourly rate of pay. If this arrangement was not possible, C&A would pay the employee his/her regular rate of pay to attend classes before or after shift. One hundred and thirty-five employees volunteered to participate in the program after the initial employee recruitment meetings.

Other recruitment efforts were made throughout the length of the program. In an effort to inform department managers and front-line supervisors and employees of the status and functions of the Lifelong Learning Program, flyers and hands-on demonstrations, as well as letters and notices were used (see Appendix C&A #2).

The last objective in Phase I was to **train staff.** This was done for all workplace staff using the Adult Literacy Program's teacher orientation program. The pre-service training program, conducted by the project director, was 18 hours in length and included an introduction to the adult illiteracy problem, principles of teaching adults, recruitment and retention of students, procedures, reports, test instruments, curriculum development, and individual instructional plans. Emphasis was given to integrating workplace skills with basic skills and developing the employee's individual learning plan, orientation to Piedmont Community College and to the industry was also included. As part of continuous training or in-service training, staff attended in-house workshops, state and national conferences which featured workplace literacy topics or themes. Training was provided in the use of the Comprehensive Adult Student Assessment System (CASAS) tests. As an assessment and curriculum management system, CASAS also provided two tools for job task analysis: Workplace Literacy Analysis Job Profile to identify academic skills needed for jobs and a Workplace Literacy Analysis Individual Profile for recording each employee's proficiency in each area. Training was provided for using both tools by the project director. Software and computer training was also provided for workplace staff. A workshop on teaching writing and several conferences with workshops on workplace literacy and adult education were part of the continuous training cycle. Employees also had the opportunity to visit another workplace literacy program (Sara Lee Knit Plant, Winston-Salem, North Carolina) as part of continuous training.

In addition to the training described here for all staff, the workplace secretary received additional training under the guidance of the secretary for the Adult Literacy Program at Piedmont Community College.

PHASE II

Phase II as listed in the approved application extends from August 15, 1990 through December 31, 1990. The objectives listed in the approved application for Phase II were: **develop a job related pre-assessment and post-assessment tool; negotiate the format and scheduling of progress reports; plan a schedule of classes and identify eligible participants; develop curriculum incorporating workplace literacy skills identified in the literacy audit; develop computer software to enhance program instruction of job-related concepts; and prepare training sites located at each industry by stocking supplies, materials, and equipment.**

The first objective for Phase II listed in the approved application was to **develop a pre and post-assessment tool to measure entry levels and exit levels of employees/students.** Three methods of testing were used initially: The Basic

Academic Skills for Employment (BASE); The Comprehensive Adult Student Assessment System (CASAS); and Customized Departmental Pre and Post Tests. A description of each follows:

CASAS

The Employability Competency System (ECS) of the Comprehensive Adult Student Assessment System (CASAS) was used as the assessment tool to place students in the appropriate literacy level for registration in Piedmont Community College's Adult Literacy Program (ABE I, II, or GED level). Also, by using this standardized testing system, a national language was provided with which to compare students' progress with students in other workplace programs.

The ECS consists of an Appraisal Test, and three levels of tests for both reading and math: pre and post tests, and a certification test for each of the three levels. The Appraisal Test is given upon entry as the initial assessment to determine which level pre-test the student needs to take for diagnostic purposes and appropriate program placement.

The average gain on the CASAS-ECS pre and post-tests was 7.8 points in reading and 2 points in math during the project cycle.

BASE

BASE (Basic Academic Skills for Employment) is a commercially prepared software package that incorporates a system of testing for placement in the correct level or by competencies needed for a particular job position. The student enters his job title and BASE tests that student according to the levels of competencies (as specified by the Guide for Occupational Exploration or Occupational Information System derived from the Dictionary of Occupational Titles [DOT Codes] for that particular job title). BASE then prescribes lessons for identified weaknesses according to the student's test results. BASE also tests a student after most lessons in order to measure that student's progress.

BASE has four levels. Level 1 is equivalent to grades 1-3 inclusive. Level 2 is equivalent to grades 4-6 inclusive. Level 3 is equivalent to grades 7-9 inclusive. Level 4 is equivalent to grades 10-12 inclusive. From October 1990 - December 1991, an average gain of one level (approximately three grade levels) was achieved with BASE.

One problem with BASE DOT levels was that often the student tested lower than the level specified for his/her job title; thus, a lower level job position had to be entered into BASE in order to bring that student's ability level up to level requirements for his/her actual job position.

RANDOM COMPARISON OF ENTERING SCORES ON CASAS AND BASE

STUDENT	CASAS APPRAISAL		BASE ENTERING LEVEL	
	Reading	Math	Reading	Math
3	222	217	2	2
8	222	224	3	4
24	215	205	1	1
57	225+	214	2	2
16	225	219	1	1
102	212	212	1	1
41	225+	224	4	4
35	217	212	2	2
82	225+	224+	2	2
6	203	199	1	1

When comparing these two test measures, one must realize that the two measures are calculated to measure in two entirely different ways. BASE has four levels and each level is equivalent to approximately three (3) grade levels. On the other hand, CASAS measures competencies and a score of 225 on the Appraisal test (shown here) indicates that Level C test should be given to the student. Level C test on CASAS is approximately 9th grade or above level.

Above is a random sampling of Appraisal scores on CASAS and entering placement scores on BASE. The sampling was accomplished by numbering student's names and placing them in a container. Ten names were drawn and those numbers, along with the scores received by those students, appear above. Out of the ten scores shown, BASE placed six students at a lower level than the scores on the CASAS Appraisal indicated. This was consistent with the results of testing of all the participants. For instance, student number 82 scored 225+ on reading and 224+ on math, according to the CASAS Appraisal test this is about 8-9 grade level, yet BASE placed this student in level 2 which is equivalent to 4th-6th grade inclusive. Perhaps this is due to the format in which test items were presented on each test.

Any number of factors could account for the differences in placement in these two testing tools. One difference that could cause this discrepancy is the "guess factor." On the CASAS test, it is possible to score well by guessing the answers because there are less test items than BASE (although students were told not to guess on answers). Also, the BASE test is administered by the computer and this could intimidate some students. Both tests are competency based; there is validity and reliability information for both.

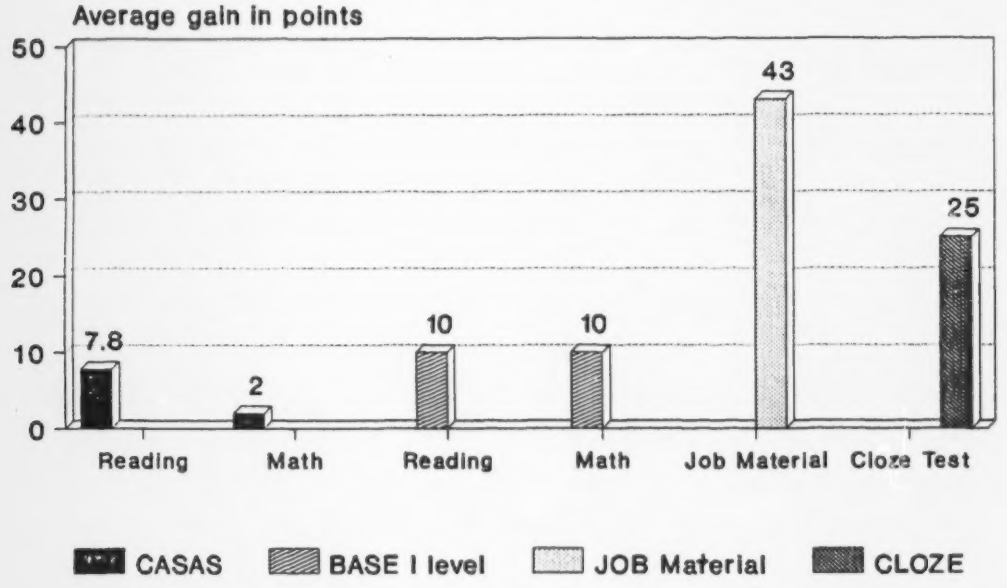
Customized Departmental Pre and Post Tests

Other pre and post-assessment tools were developed by the site coordinator beginning in August of 1990, such as the pre and post-tests for the job-specific curriculum for the Inspection Department at C&A. A literacy job task analysis was performed for each department. Each job position in that department was analyzed and basic skills competencies identified. Overall function, purpose of the department and the flow of the product through that department were used as an organizing tool for developing the job-specific curriculum. The curriculum also contained all written materials, forms, graphs, diagrams, and descriptions used in that department. A pre and post-assessment tool was developed from the

job-specific curriculum. A Fry Readability Test was used to assess each departmental curriculum as it was developed to determine its grade level. A pre and post Cloze test was developed for each curriculum which also determined the reading level of the student. The Cloze test used a description of the department and its functions and purpose as text (see Appendix C&A-3-E-2). This was measured against the Fry level to ascertain improvements in reading ability. The lowest level of the eleven departments analyzed was 11th grade level and the highest reading level required was 14th grade level (2nd year college). This proved to be a deficit of the program: readability formulas are unreliable for analyzing grade levels of work-related materials due to the technical vocabulary which skews results to higher grade levels.

Twelve students have completed their respective departmental curriculums with an average gain of 43 points on the pre and post tests and an average gain of 25 points on the pre and post Cloze tests. As of December 1991, thirty-three students were working in departmental job-specific curricula.

AVERAGE GAIN ON TESTS
111 STUDENTS RE-TESTED IN L-L-L



C&A and PCC Partnership 1990-91

Two other objectives in Phase II were to **negotiate with the industry the format and scheduling of progress reports and to plan the schedules of classes.** The format and scheduling of progress reports was negotiated in several meetings between the partners and the staff of Lifelong Learning. It was decided that a weekly report would be sent to all concerned parties. The report would be written by the site coordinator using contributions from all the staff of Lifelong Learning. Further, an Advisory Council was formed consisting of Piedmont Community College's Literacy Director and workplace project director, management from C&A's Main Plant, former students and enrolled students of Lifelong Learning, and the staff of the Lifelong Learning Program. The Council met once a month. It was also decided that a quarterly report would be submitted to all interested parties and to the U.S. Department of Education. All of the above decisions were put into effect and accomplished as stated. (See Appendix C&A-6 for forms and examples of Weekly Reports and Advisory Council meetings.)

Scheduling of classes was begun on September 20, 1990 by Jean Greer, Training Manager at C&A. Some scheduling difficulties arose due to the difficulty of matching the time employees could attend and the difficulty of covering some employees' job positions during shift. Scheduling difficulties were finally resolved and classes began on October 11, 1990. There were ten classes meeting twice a week for one hour. The schedule for classes was as follows: Monday and Wednesday, 6-7 am, 7-8 am, 9-10 am, 2-3 pm and 3-4 pm; Tuesday and Thursday, 6-7 am, 7-8 am, 8-9 am, 2-3 pm, and 3-4 pm. There were ten students/employees enrolled per class for a total of 90 students enrolled each quarter.

Other objectives for Phase II in the workplace application included: **develop the curriculum incorporating workplace literacy skills identified in the literacy audit; develop computer software to enhance program instruction of job-related concepts; and prepare training sites located at each industry by stocking supplies, materials, and equipment.**

The site coordinator began the first job task analysis with the Kuster Department in August 1990 and the development of the curriculum. It quickly became apparent that these objectives would continue well past the scheduled deadlines and would extend even past the allotted time of the approved grant funding. This was due to the large number of job positions and the complexity of designing an applicable curriculum. C&A decided they wanted to organize the job task analyses by department and the curriculum would be designed by department using all written materials and forms plus diagrams of machinery, tools, etc. found in that department.

Job Task Analysis

It was determined by C&A and PCC that a job task analysis needed to be conducted of all the job positions in the Main Plant in order to identify competencies needed by each position so that curriculum could be designed to meet those competencies. The CASAS Workplace Analysis Form (Appendix PR#3-A-1) was used to help the site coordinator examine and identify cmpetencies used in each job position. Each department was visited and each job position was observed carefully and competencies were identified for that position. Eighteen departments and 143 job positions were analyzed. Numerous hours were spent in observing and identifying competencies. When an entire department was complete, the site coordinator took her results to the department manager and plant manager for approval. A curriculum for each department which addressed all the competencies needed for each job

position in that department was developed. It was found that each position in a department needed to be analyzed in order to insure that all competencies needed in that department were covered effectively in the curriculum.

Simply asking or sending a questionnaire to accomplish this task was not feasible because some associates (employees) do not realize the principal skills and competencies they use in performing a task. Others do not know why they do what they do. Managers and supervisors tend to underrate the competencies and skills required by a job position and often cannot break down the actions performed into competencies (see Appendix C&A #1-C).

Job Specific Curriculum

The partners decided that the job specific curriculum should be designed and organized by departments. The identified competencies needed for every job position in a department were to be included in the curriculum for that department. The site coordinator began in one department and started at the point where the fabric entered that department. She drew machines, obtained graphs, charts, tickets, forms and any other materials relating to each job position. The curriculum was developed in sections according to the progress and function of the fabric through that department. Job descriptions and terms from each department became sections in the curriculum. Each section of a department's curriculum contained a written text, an example of the process, or a diagram, a sample form, or job material, and a short quiz on the section. These quizzes contained objective, interpretive, and application questions on the material just covered. Each department's curriculum contained a description of that department and its functions, a Cloze test (pre and post), a pre test, and a post test. A readability formula was used to assess each department's curriculum to determine its reading level. The lowest reading level for any of the departmental curricula designed was 11th grade. This was the result of the technical vocabulary and information contained in these curricula. Students usually began job-specific curriculum after completion of level 3 in BASE (grade 7-9 inclusive) or CASAS 225 scale score. This ensured that the student could comprehend the material. Of the 18 departments with the job task analyses complete, 11 departmental curricula have been designed. There is an average of 103 pages in each department curricula. Not only does this curricula meet the competencies needed in basic literacy skills, it also adresses the technical skills needed by the industry's workforce.

Oops and Goofs

In addition, a simulation curriculum was developed using actual flawed fabric from the workplace. This curriculum simulates the skills needed by every employee in recognizing fabric flaws and identifying where those flaws were created and what caused them. This curriculum also stimulates the use and development of critical thinking skills and problem-solving skills using actual problems from the workplace production process.

Another objective listed in Phase II was to develop computer software to enhance program instruction of job-related concepts. Special software was purchased to this end. BASE, a software package that is correlated with the Directory of Occupational Titles (DOT CODES) and The Guide for Occupational Exploration, was

used in the classroom as well as Math Blaster and Word Attack Plus, which were customized with C&A vocabulary. Also used in the classroom were: Reading and Critical Thinking software and numerous other software packages (see Appendix C&A #4-B,C,D,E for a list of software and other materials used in the classroom).

A diligent search was conducted to find an authoring system which could be used to program the job-specific curriculum onto the computers in the classroom. Many inquiries were made; however, no such authoring system could be located that would be compatible with the classroom computers. At the conclusion of the project, the search continued for one.

The final objective in Phase II was to **prepare training sites at each industry by stocking supplies, materials, and equipment.** Ten computers were provided by the industry and one IBM PS2 computer was provided by the college within the specified time frame (August - December 1990). The classroom space and office space provided by the industry was wired and furnished. The office was also equipped with a telephone and computer. By October 11, 1990, software had been purchased and installed; all materials and office supplies were also stocked.

PHASE III

In Phase III, there were several objectives listed: conduct a promotion and recruitment program; use standardized tests for adults and job-related tests to assess student/employee entry levels; develop individualized learning plans for each participant in the program with participants' assistance; and conduct a workplace literacy program. All of these objectives were met; however, due to delays in scheduling, the classes began on October 11, 1990 instead of September 1, 1990.

The last objective listed in Phase III was to **conduct a workplace literacy program.** LLL met this objective and the classes were continued at the conclusion of the grant by the industry and college.

OPERATION

The classroom is the heart of the Lifelong Learning Program. A description of its operational procedure follows.

Procedure

The procedure in the LLL classroom consisted of assessment upon entry, basic skills and job specific instruction, and post-assessment upon exit. The entry by an associate required several steps: 1) an associate decided that he/she wished to attend classes and talked to his/her supervisor for permission to attend; 2) the supervisor contacted the site coordinator or the instructor to find out which classes currently had openings; 3) the supervisor decided which time or class the associate could attend (on shift or off shift); 4) the supervisor signed the volunteer form for that associate to attend class; 5) the associate brought the volunteer form to the classroom at the designated class time. Finally, the associate was oriented to the classroom, comptuers, software, and became familiar with the operations of the classroom. He was then pre-tested and assigned a level (according to the pre-test results and his job title as it correlated to the N.C. Occupational Index computer system).

Instruction

Instruction began after the associate was placed in the proper level of study and an individual learning plan was designed by the associate and instructor. There are four levels used in BASE and each level is approximately equivalent to three grade levels. The student worked on the BASE software and many other software programs and materials available in the classroom. The student worked to meet the criteria set for the level in which he/she was placed. The student moved through the levels above the level in which he/she started until level four and all listed requirements were completed. Level 4 BASE was the exit criteria defined by C&A. The associate also took part in class activities which were based on job-related materials and tasks from the workplace.

One example of an activity used in the classroom is the study of graphs. The students graphed attendance in the classroom for six weeks and interpreted the results. Most C&A associates must graph production or trim waste on their jobs; thus, this class activity was very helpful (list of materials used in the classroom is found in Appendix C&A #4).

Critical thinking and problem-solving as a team was also taught as a class activity.

Exit

In order to graduate from the Lifelong Learning Program, the associate had to complete all the criteria listed for level 4 of the LLL program levels (Appendix C&A #4). Certificates were presented to all associates completing a level or graduating from the program. Those completing the program were taken to lunch or breakfast by the top management of C&A. Level 4 associates completed their job-specific departmental curriculum and a variety of assignments using C&A materials (Level 4 of BASE equals grades 9-12). The majority (70%) of the associates who had been enrolled in the Lifelong Learning Program were high school graduates. However, many of these associates said they learned things they did not learn when they were in high school, and they learned a tremendous amount of information about their jobs and the functions of their departments. A complete set of records and forms is included in Appendix C&A #5.

TUTORS

During the intake and pre-assessment process, it became evident that some associates could not read and some were even math illiterate. Not many of the participants in the Lifelong Learning Program fell into this category, but 15 students/associates did.

The partners held a meeting to discuss this matter and decided to hire a tutor with grant monies. Also, the partners decided to search for software and materials to use in order to meet the needs of these students/associates. Kim Whitman was hired as a tutor and she began work in December 1990.

The site coordinator observed these students/associates and began to suspect learning disabilities were present in some of them. Since very little research could be found on adults with learning disabilities, the site coordinator decided to conduct two tests in order to detect a discrepancy between IQ and performance. If there is a significant discrepancy between these two types of measures, then a learning disability is indicated. If this is the case, further exploration with learning styles inventories and observations is warranted in order to learn what

method and teaching strategies need to be used for remedial work for that individual. Nine associates/students agreed to this procedure and of the nine, seven exhibited a significant discrepancy in scores. The procedure outlined above was followed in these cases and a considerable amount of research was done by the instructor and site coordinator. After careful consideration, teaching strategies and methods were devised and implemented for each student/associate. All of these students have made wonderful progress, and four of the seven have shown improvements.

An additional need for training in the field of learning disabilities and teaching strategies for learning disabled adults was apparent and is recommended for workplace literacy staff.

PHASE IV EVALUATION ACTIVITIES

The objectives listed for Phase IV were: evaluate the employee's/student's progress as outlined in the individual learning plan/contract; evaluate each class each quarter at each industry; and evaluate the workplace literacy program at the conclusion of the program. The student's/employee's progress was evaluated by the instructor as outlined in the student's learning plan/contract quarterly or as the need arose. Changes and updates were made to the learning plan as the student progressed. The program was evaluated each quarter using hard data such as numbers enrolled, demographic information on participants, and academic levels and progress. Subjective data was also reported from supervisors and department managers on each employee's job performance. In addition, entry and exit surveys were given to participants in the Lifelong Learning Program and data was reported quarterly. At the conclusion, evaluations using all of the data collected over the period of the program were conducted and the results and outcomes are reported in the Results and Outcomes section of this report. The industry evaluated the materials used in the classroom on a regular basis, but conducted no regular evaluation of the instructor.

The Project Director, Debra Harlow, also conducted monthly evaluations using both hard data and subjective data gathered from each industry. Quarterly, she conducted on-site evaluations of the instructor and class by using the college's Accountability and Credibility Site Visit form.

In addition, the project employed an outside evaluator, Dr. Eunice Askov of the Adult Literacy Institute of Penn State University, who conducted an on-site evaluation twice during the life of the program (Section D).

GENERAL OVERALL OBJECTIVES

The number of textile employees enrolled in classes and provided with basic and technical literacy skillls at C&A was 433. The number of unduplicated trainees was 143. The objectives written in the approved application were 800 total for both industries and 280 unduplicated. LLL met and exceeded its part of these objectives.

The objective to assess skills/educational requirements for 10 departments was exceeded by LLL in that 18 departments and 143 job positions were assessed (listed in Appendix C&A #1-A).

Another objective for both industries was to upgrade 80 employees a minimum of three grade levels. LLL upgraded 82 employees a minimum of three grade levels.

The last general objective was for both sites to have a total of 35 employees/-students receive their General Education Equivalency (GED). Lifelong Learning had only four students to receive their GED. (Seventy-five percent of the workforce at C&A has a GED or high school diploma.) However, the GED certificate was not the focus of the LLL program -- a workforce competent in basic skills for jobs was the focus. C&A maintains that a high school education does not necessarily give the employee the necessary competencies and technical skills needed for its industry at present.

RESULTS AND OUTCOMES

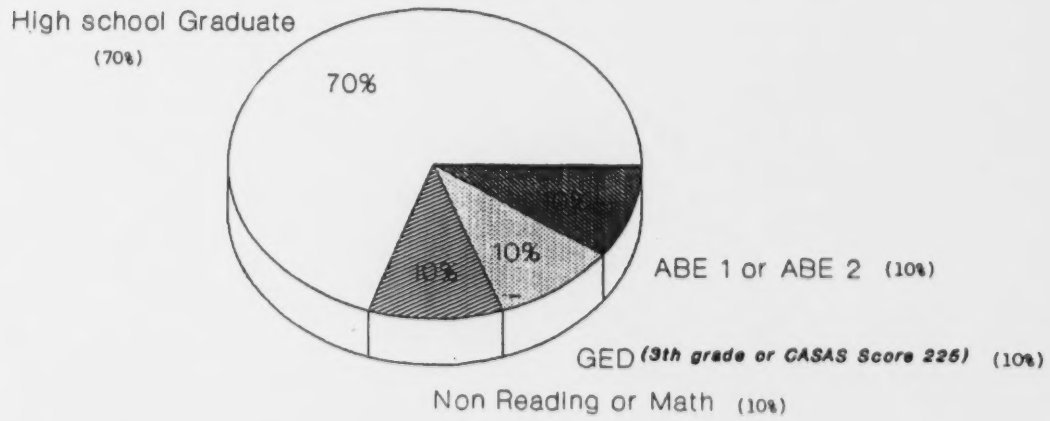
In considering the results of the Lifelong Learning Program, consideration must be given to the makeup of the population served; the improvements as measured by testing; the evaluation by department managers and supervisors as to benefits observed in the workplace; the benefits as observed by students/associates completing classes; the retention rate; the benefits in promotions or lateral moves; and the number of students continuing their education by taking further classes.

Make-Up of Population Served

Four hundred and thirty-three students/associates were enrolled through five quarters from October 11, 1990 to December 31, 1991. The non-duplicated number of students/associates served was 143. Of 143 non-duplicated students, 100 had high school diplomas or GED's. Fifteen of the 143 students were either math illiterate or reading illiterate or both. Fourteen students were GED (CASAS 225 scale score) and 24 students were ABE I (CASAS 200-214 scale score) or ABE II (CASAS 215-224 scale score). NOTE: The non-readers are also classified as ABE I and contribute to the total given here. The mean age of participants was 37.8 years old.

LEVEL OF PARTICIPANTS OF LLL
October 11,1990- December 31,1991

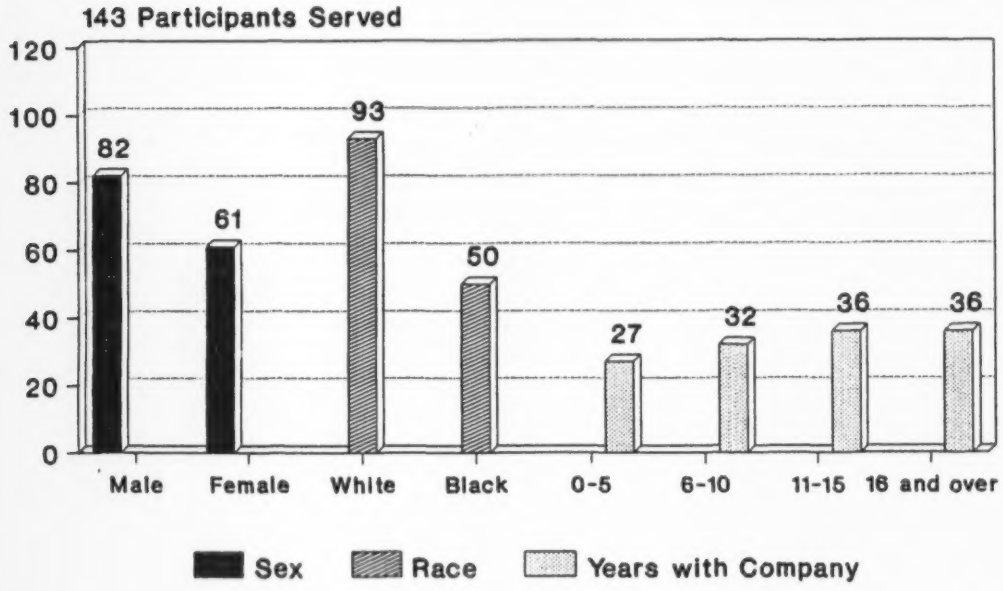
Note:The non-reading students are also classified as ABE I



This was an open entry, open exit program and thus, the hours of instruction for individual students varied. The average length of stay for exiting students was 43 hours or 7.2 months. Testing was done on an individual basis when each individual reached a new level or completed all levels. All students/associates were tested upon entry into the Lifelong Learning Program.

Of the 143 students/associates, 93 were white and 50 students were black. There were 82 male participants and 61 female participants. The number of single head of household participants was 13. The average length of time with the company was: 0-5 years, 27; 6-10 years, 32; 11-15 years, 36; and 16 years and over, 36.

Demographic Information
Lifelong Learning Participants

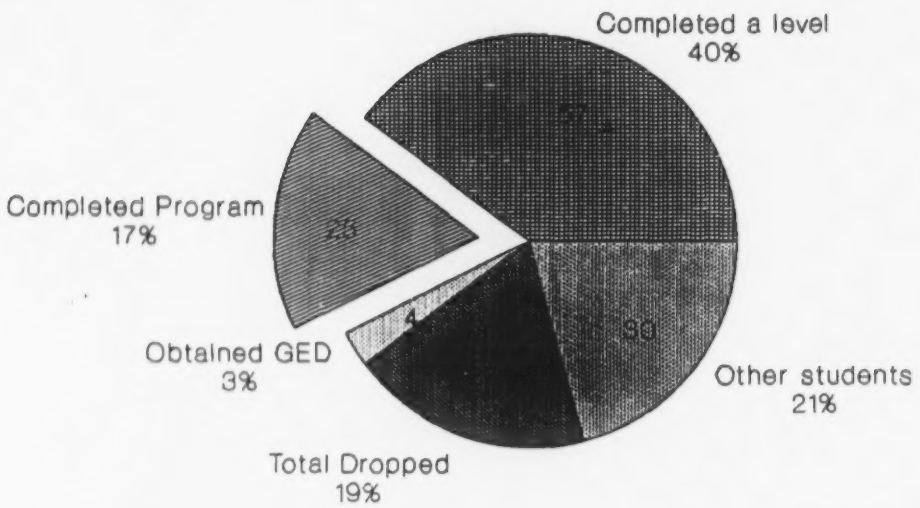


C&A and PCC Partnership 1990-91

Improvements as Measured by Testing

Of the 111 participants tested, 98 improved test scores. This number is based on CASAS, BASE, and other materials. Twenty-five participants completed the program and 57 others completed one or more levels according to BASE (each level is approximately 3 grade levels). This is a total of 82 participants improving approximately 3 grade levels. Four participants took and passed the GED Test and received their GED's. The average amount of improvement as measured by CASAS was 7.8 points in reading and 2 points in math. The average gain in BASE was 1 level (approximately 3 grades).

Student Progress in L-L-L
Total of 143 Students



From October 11, 1990 - December 30, 91 ***C&A and PCC Partnership 1990-91***

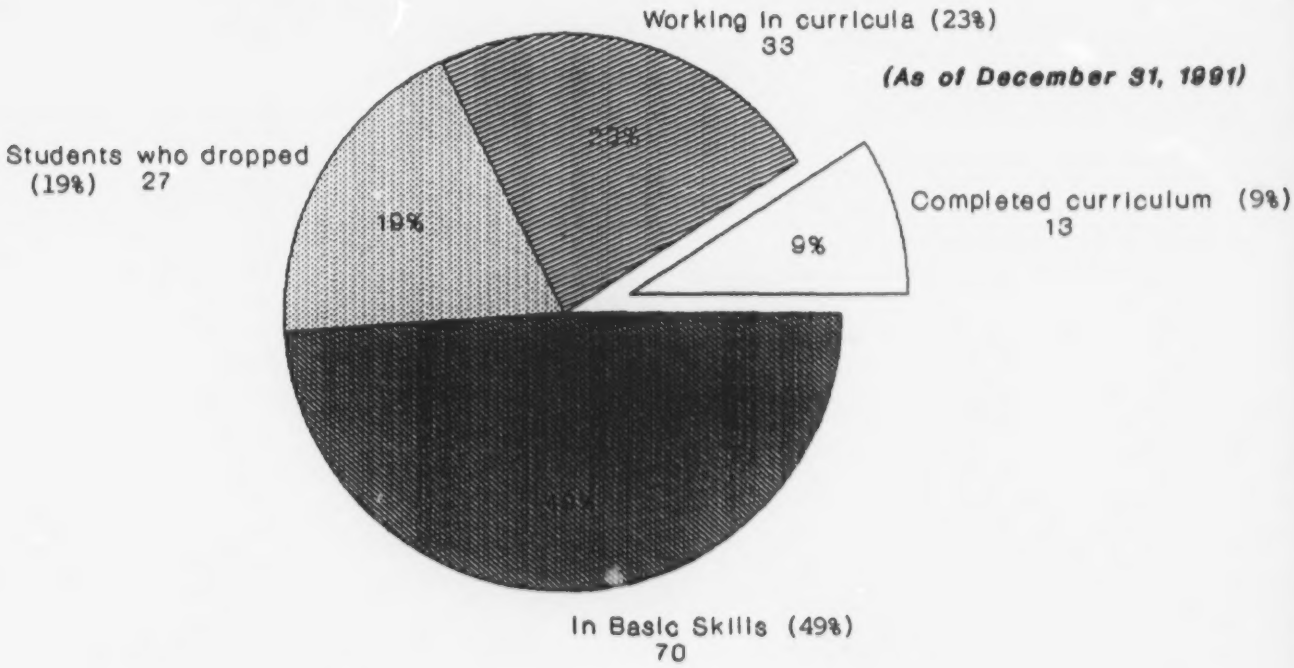
Some improvements in non-reading participants cannot be measured on a test; however, they do exist. For example, a student who did not know the alphabet or the sound of the letters and now can demonstrate that knowledge has exemplified improvement.

There were 13 participants who completed their job-specific curriculum, and 33 participants who were working in the job-specific curriculum. An average gain of 43 points was demonstrated on pre and post-tests for those who completed job-specific curriculum, and 24 points on the pre and post Cloze tests. (See Appendix C&A #5 for forms used to record scores.)

JOB SPECIFIC CURRICULUM
STUDENT PROGRESS IN L-L-L

Note:

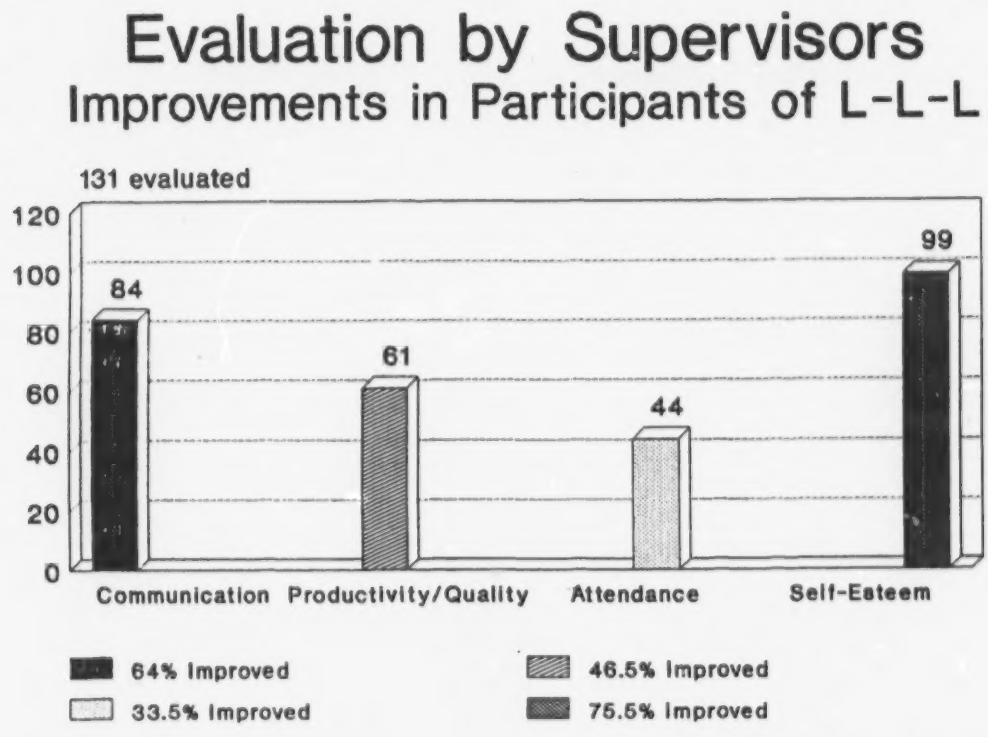
Student needs to read at 9th grade or app. 225 CASAS to begin curriculum



C&A and PCC Partnership 1990-91

Managers and Supervisors Evaluations of Lifelong Learning

One hundred and thirty-one participants were evaluated by department managers and supervisors. Of that number, 84 (or 64%) improved communication skills; 61 (or 46.5%) increased productivity/quality; 44 (or 33.5%) improved attendance at work; and 99 (or 75.5%) increased self-esteem.



C&A and PCC Partnership 1990-91

In response to a letter which was sent at the conclusion of the program asking Management and front-line supervisors to evaluate the overall benefits and suggest improvements, Ronald Mooney, Kuster Department Manager, wrote, "Some benefits I have seen in associates attending LLL are: more commitment to job responsibilities; and in some cases, improvement in attendance. I think this is a good program. It gives everyone an opportunity to further his or her knowledge and skills in continuous education."

Rebecca Cozart, Computer Operations Manager, stated, "LLL has been an inspiration to those who have attended and also a positive message to those who did not attend. It provides an opportunity that otherwise would not be available or obtainable."

Mike West, Manager of the Wet Finishing Department, elaborated, "The thing that I see most is that LLL is affecting the attitudes of associates. It is turning negative attitudes into positive attitudes and this affects the performance on the job more than any other single factor."

George Stone, Dyeing Departments Manager, wrote, "I personnaly feel these classes are a benefit because anything that can raise a person's self-esteem is worthwhile. I believe an associate's understanding of his job can give that individual a sense of worth. Every job is important, different sometimes, but all are important."

Sam Alley, Manufacturing and Quality Assurance Manager, concluded, "With approximately 30% of my department attending LLL, I can see that the program is a major success. The main benefit that I'm seeing is that the associates are proud of themselves, and they should be. Also, LLL is geared to improve skills in job classifications. LLL has made a great impact in this department, and self-esteem has improved 87%."

Evaluation by Exiting Students

In a survey given to 19 exiting students/employees, 78.9% rated the program as effective in meeting their needs. According to the survey, 57.8% of the students benefitted from the program in their personal lives, and 89.5% benefitted from the program in their work lives.

The exiting students/employees described the major benefits of the program as: 32% stated it refreshed high school knowledge; 16% said the program motivated them to enroll in classes at Piedmont Community College; 21% thought the program increased job-related knowledge; and 21% said it increased their knowledge of computers and improved reading and writing skills.

When asked to give suggestions for improvement, 79% of the students/employees recommended expanding to a higher level of academic skills related to jobs (first or second year college) and provide more computer knowledge. (For full results of the survey and anecdotal information, see Appendix C&A #7 and #8).

Benefits to Participants in Lateral Moves or Promotions

Six participants of the Lifelong Learning Program received promotions while attending classes. Two of these participants were made supervisors and four received at least one job classification advancement.

Participants Who are Taking Additional Classes

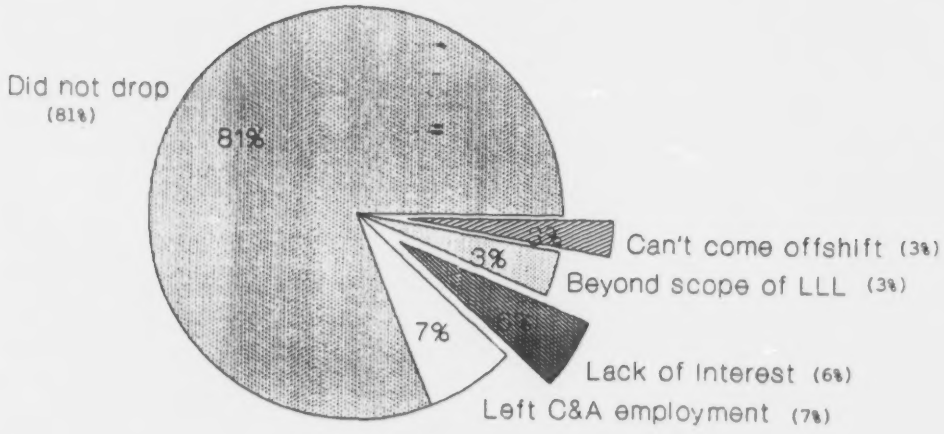
Eighteen participants in the Lifelong Learning Program are or have been enrolled in additional classes. Three are enrolled in Mechanical Maintenance at PCC; three are enrolled in computer classes at PCC; one is enrolled in a welding class at PCC; four are enrolled in business classes at PCC; and one is enrolled in the Cosmetology program at PCC. Seven have completed the McGraw-Hill Supervisor's Class offered by C&A and PCC.

For other information, see anecdotal information provided by students, teacher, and site coordinator (Appendix C&A #8).

RETENTION

Of the 143 participants in the Lifelong Learning Program, 27 dropped the classes before completion. Of those, ten participants left C&A's employment; four participants could not come off shift; and five were beyond the scope of the program (tested higher than 12th grade on BASE and CASAS). Eight participants dropped due to lack of interest. Of the twenty-seven, there were twelve participants whose reasons for dropping the classes could possibly be addressed. This results in an 8.3% intervenable drop rate.

DROP RATE FOR LLL



Intervenable Drop Rate: 8%

Out of 143 participants, 27 dropped out of classes

C&A and PCC Partnership 1990-1991

DISSEMINATION

The staff on site at C&A and the personnel located at PCC disseminated information to two major recipients: internal recipients such as C&A associates, management, participants, and PCC personnel such as the Director of the Workplace Literacy Program; and external recipients such as newspapers, community colleges, businesses, and the U.S. Department of Education.

Internal Recipients

The process of informing all persons involved with the operation of the Lifelong Learning Program of ongoing and new developments was both time-consuming and necessary. Flyers, notices, and recruitment meetings were some of the early efforts to disseminate information to all parties (Appendix C&A #2). In addition, weekly reports were written by the site coordinator, the instructor, and the

educational counselor and sent to C&A management, the Advisory Council, and the Director of the Workplace Literacy Program at PCC. Manager/Supervisor hands-on demonstration meetings were held on August 21 and 22, 1991 (Appendix C&A #2).

The Advisory Council met on an average of once a month to evaluate and discuss the Lifelong Learning Program. Meetings with the staff of LLL and the Training Manager and Human Resource Director took place almost daily. Communication between the LLL staff was constant. Meetings of LLL staff with Debra Harlow, Director of the Workplace Literacy Program, were frequent.

A special demonstration meeting was held on June 21, 1991 for Tom Hannah, CEO of C&A, and some vice presidents of C&A. Dr. Eunice Askov, external evaluator, visited on January 30, 1991 and again on September 5, 1991.

Each quarter, a report was generated by the staff at Lifelong Learning and sent to PCC for correlation with a report generated by the staff at Burlington Industries. This information was then sent to the U.S. Department of Education.

Communication between all partners is vital to the success of any workplace learning program.

External Dissemination

Part of the goals the partners set and expressed in the approved grant was the intention to act as a model for other institutions and businesses who wished to implement a workplace literacy program, and to inform other interested parties of the operation and goals of Lifelong learning. To this end, external dissemination was practiced at every opportunity.

In an effort to heighten the awareness of high school students of the importance of staying in school, Linda Caywood-Farrell, site coordinator for Lifelong Learning, visited and spoke to five English classes at Person Senior High school on November 28, 1990.

Representatives from other businesses also came to C&A to observe the Lifelong Learning Program, and to obtain information on how to implement a similar program.

Mitch Lockamy, Personnel Director at Crown Crafts, visited Lifelong Learning on March 5, 1991. He reviewed the departmental curriculul design and the operation of the classroom in consideration of such a program for Crown Crafts.

Joe Jackson of the Siler City, NC C&A Plant, visited on April 11, 1991. Mr. Jackson inquired about the operation of the program, the design of the curriculum, the operation of the classroom and in general, how to replicate a program like LLL for their Siler City Plant. Since then, they have collaborated with theor local community college, Central Carolina, to develop a plan to replicate Roxboro's model.

B.J. Daurity of C&A's Albermarle Plant, visited Lifelong Learning on October 24, 1991. Mr. Daurity is the Training Manager for the Albermarle Plant and he wanted to duplicate the Lifelong Learning Program in his facility.

Saundre Shoe, Training Director of AAB Electronics in South Boston, Virginia, came to view and ask questions on September 19, 1991.

Two demonstration meetings were held for the Literacy Forum. Many members of the business and academic community attended these demonstrations.

Many academic institutions also sought information from C&A and the Lifelong Learning staff: Don Buie and Karen Allen from Central Carolina Community College, visited on April 11, 1991.

Carolyn Crowder from Paul DeCamp Community College in Franklin, Virginia, visited on November 13, 1990.

Marcia Daniel, Dean for Learning Resources at Stanly Community College, visited on October 24, 1991.

Two newspaper representatives, Kim Kenneson of the News and Observer in Raleigh, and Brad Crews of the Roxboro Courier-Times, also visited. An article was published in the Courier-Times on September 28, 1991. The News and Observer will published an article in February 1992 (see Appendix C&A #2).

SCHEDULE SLIPPAGE, CHANGES IN PERSONNEL, AND OTHER CHALLENGES

As with any new program, a certain amount of learning must take place as theory is tested against actual practice. In developing this program, trial and error were expected and many lessons were learned by the partners as strategies and methods were tried and kept or discarded. Some major challenges were schedule slippage, changes in personnel, and other challenges.

Schedule slippage occurred in several instances. The first slippage occurred in the effort to employ personnel to fill the Educational Counselor's position. This position was to be have been filled by September 30, 1990; however, due to the difficulty in finding qualified applicants willing to accept the position, this timeline was not met. The position was advertised twice and interviews were held both times. The position was filled in December of 1990 with a part-time person. It was later determined by the partners that this position, as written in the approved application, was not needed and this position needed modification in function and purpose.

Another delay came in scheduling and beginning classes. Some difficulty was encountered in scheduling the employees so that production and other considerations would not suffer. Scheduling was resolved and classes began on October 11, 1990.

One major schedule slippage was the design and printing of a workplace literacy brochure. This brochure was scheduled to be completed by December of 1990, and work was begun on it in September of 1990. However, due to numerous revisions in format, text, layout, design, etc., the brochure was completed in September of 1991 and printed in December of 1991.

The final slippage in schedule became apparent when the job task analyses and curriculum design were instituted. It quickly became apparent that this process was going to consume much more time than had originally been anticipated. This was due to the complexity of the job positions and the numerous different job descriptions. It became apparent that in order to do a thorough and applicable job-specific curriculum, each job must be examined thoroughly from all possible aspects. One hundred and forty-three job positions were analyzed and 11

departmental job-specific curricula were designed containing 82 different job positions. At the project's conclusion, there were five departments for which job-specific curriculum needed to be designed.

CHANGES IN KEY PERSONNEL

There were several major personnel changes at C&A which created challenges for the staff and partners of the Lifelong Learning Program. The first change in personnel came when Jean Greer, Training Manager for C&A, took a position as a Plant Personnel Manager. She was replaced by Robert Campbell. Mr. Campbell is a highly qualified Training Manager, but it took time and effort of the partners and staff of Lifelong Learning to orient Mr. Campbell of the functions, operations, purpose, and philosophy of the program. It was extremely important to gain a rapport and commitment from Mr. Campbell.

The next major change in personnel came when Rick Leissner, Plant Manager for the Main Plant, left C&A to take another position and Larry Shoe replaced him. Again, it was extremely important to inform and gain Mr. Shoe's commitment to the program. This meant starting all over again.

It was obviously very important the the Program's success at all levels of management at both the industry and college be informed and committed to the concept of workplace literacy. Personnel from the college must gain the trust of not only management but all employees before a true working partnership can be effective. The staff of a program on site at an industry must become a recognized part of the industry and the goals and needs of the industry must become a very real part of any workplace program. During the life of the project, both C&A and Piedmont Community College worked to meet this challenge and succeeded.

Another major change in personnel came when C&A downsized management and released the Vice President, Lewis Morris. Mr. Morris was not replaced.

The commitment from all of the new personnel is outstanding and a working partnership is in place and thriving with the Lifelong Learning Program.

OTHER CHALLENGES

One of the first challenges faced by the Lifelong Learning staff as they arrived on site at C&A was the differenmces in an industry environment rather than the educational environment to which they had been accustomed. There is a great deal of difference in the business culture and education culture. The philosophy, goals, methods, attitudes, rules, behavior, and operation are all different in the business world from those in the world of education. Neither partner anticipated the difficulty the educators on site would have in adjusting to a new world. The orientation provided by the industry did very little to alleviate this. The partners recognized that a more extensive orientation and acclimation process should be used to help the educators make the transition move smoothly.

Another challenge faced by the staff of the Lifelong Learning Program was the need to gain the trust of the employees. In conducting a job task analysis, one must be careful that the employees do not labor under the false impression that the auditor is there to rate job performance. Even though the auditor is conscientious in

explaining what he/she is doing, suspicion often lingers. The only solution to this challenge is time and the constant, consistent behavior of the staff of the workplace program. In this program, this challenge was met and conquered.

Another challenge that confronted the partners was the need to conduct a more in-depth recruitment and information process at the beginning of the program. Despite the extensive effort made to inform all parties at the industry of the functions of the Lifelong Learning Program, it became apparent early in the project that many front-line supervisors and department managers, as well as hourly associates, did not understand the functions and purposes of the program. An effort was made to conduct hands-on demonstrations for front-line supervisors. Flyers and notices were also posted on all bulletin boards. This effort was successful; however, the partners realized that a more extensive effort in informing and recruiting on all levels must be made at the beginning of a workplace program.

Another challenge that the partners became aware of during the program was the very real prospect of staff burnout. The hours were long and stressful for both the instructor and site coordinator. The feelings of isolation and belonging to neither institution added to the stress incurred in trying to develop a working and useful program that not only met the industry's needs but also met the needs and requirements of both PCC and the associates enrolled in the classes.

One of the most difficult challenges met by the partners was the protection of proprietary information. It was discovered in the process of curriculum design that in order to create a customized curriculum that was thorough and applicable to the industry, the site coordinator had to use information that was proprietary in nature. Each industry had its own methods and procedures that give it viability in the world market. Each industry also has innovative forms, materials, and formulas. This information was not for publication or sharing so that each industry could keep its "competitive edge." To further ensure security of the job-specific curriculum, a personal computer was recommended for purchase for the secretary of the project so that all curriculum could be stored on disks and locked in a storage room on campus, rather than on the Community College's computer system. In addition, the secretary would only retype the text and questions and not have access to any forms or diagrams used in the actual curriculum.

CONCLUSIONS

The Lifelong Learning Program has been very successful in meeting and exceeding the objectives that were set by the partners. A great deal was learned by all parties, and the program continues to produce results. This program is one way that industry and education can come together to meet the need for continuing education, and to upgrade America's workforce.

EXTERNAL EVALUATION

EVALUATION REPORT

Piedmont Community College:
Workplace Literacy at Burlington Industries and Collins & Aikman

Project Overview

Piedmont Community College (PCC) built on prior experience and capability in developing workplace literacy programs at two textile factories: Burlington Industries (BI) and Collins & Aikman (C & A). (PCC had previously developed a workplace literacy program at BI, with a state grant to the Center for Advancing Technology, offering general educational opportunities to workers with some minimal customization for the industry.) This current project was intended to design customized instruction for workers following the functional context approach to instruction. Computer-assisted instruction was the chosen delivery system since most of the workers have to use computers on the job (or will have to in the near future). The intent was to upgrade the workers' basic skills needed for their jobs, using materials from their jobs, to meet the challenges of the new technology that is being installed in both industries. A contract for external project evaluation was signed with The Pennsylvania State University, Institute for the Study of Adult Literacy, given the extensive work of that unit with workplace literacy and computer-based instruction.

Methodology for Program Evaluation

Dr. Eunice N. Askov, the external evaluator from the Institute for the Study of Adult Literacy, visited the workplace literacy sites twice, in January and September, 1991. (She had made several visits to BI previously before the National Workplace Literacy grant when the program was started under the Center for Advancing Technology.) The purpose of the visits was to check implementation of program objectives and to interview teachers, managers and supervisors, and worker students. The interviews with teachers and managers/supervisors focused on factors affecting program implementation, perceived successes and constraints, modifications made during program operation, benefits to the industries and workers, and suggestions for improvement. The interviews with the worker students

focused on their reasons for entering the program, educational and occupational goals, perceived benefits for themselves and their families as well as for the industries, problems encountered, and suggestions for improvement.

Piedmont Community College collected demographic and impact data which the program administrator analyzed. These data are reported in PCC's final report. The project objectives, stated in the grant proposal, were accomplished.

Evaluation Questions

The following evaluation checklist served as the basis for the onsite evaluation visits including the information obtained through interviews.

1. Goals for different stakeholders
2. Name of program reflecting the goals
3. Advisory Board — who is represented? worker involvement?
4. Recruitment; selection
5. Students — demographic information
6. Incentives for participation
7. On or off clock
8. Support services
9. Scheduling — length of classes? how many times per week?
10. Location
11. Staff — qualifications? training? evaluation of training?
12. Volunteers
13. Needs assessment
14. Literacy task analyses — how accomplished? time required? checked for accuracy?
15. Customized curriculum — who does development?

16. Proprietary information — how handled?
17. Support for the program throughout industrial organization (president down to front-line supervisors)
18. Assessment instruments — standardized? customized?
19. Instructional approaches — computers? commercial materials?
20. ESL — cultural barriers to advancement?
21. Language barrier (jargon) between educational provider and industry (e.g., "literacy," "goal")
22. Program evaluation — what factors (e. g., achievement, attitudes) are considered? does it include all participants and stakeholders in the partnership? is there a control or comparison group? other outcomes desired?
23. Long-term impact on industry — productivity, quality, safety, reduced absenteeism, worker retention and flexibility
24. Impact on educational provider — other workplace programs? other personnel involved and trained?
25. Retention/graduation of worker students
26. Cost effectiveness in terms of production, quality, safety, reduced absenteeism, worker retention, etc.
27. Continuation beyond funding period

Conclusions and Recommendations

The very complete and well written final report accurately and openly discusses the successes and problems encountered in this project. Most of the issues listed above are covered in the final report; several, such as involvement of volunteers and non-native speakers (ESL), are not relevant.

Standardized measures, such as the CASAS (Comprehensive Adult Student Assessment System), as well as non-standardized instruments, such as the specially

designed pre- and posttests, indicated some growth of the workers in basic skills. Even more dramatic gains were reported in the interviews with the workers which were overwhelmingly positive toward the program in the effects on their lives on and off the job. The computer was viewed as a real asset not only in helping them improve in basic skills but also in giving them confidence to use computers on the job.

Management was equally enthusiastic about their programs; they were pleased with the positive changes in their workers. When asked if the program were cost effective, in terms of the amount of money expended on released time salaries, both industries were uncertain how to measure the effects of the onsite literacy program in terms of production, quality, and safety, given that other interventions were occurring simultaneously. BI's plant manager, having had longer experience with a workplace literacy program, said that he felt it was a cost effective program in that production losses had **not** occurred even though workers were released from their jobs; during the last visit when productivity had actually increased, he said that he could not attribute that increase solely to the workplace literacy program but that it was one factor among others that were contributing to increased productivity. Both industries felt very positive toward PCC and hoped to continue their programs at the conclusion of the grant period.

Difficulties encountered were not unusual in setting up workplace literacy programs; for the most part, they were worked out with a spirit of cooperation and collaboration. Coming from completely different viewpoints, environments, and experiences, educators and industrial management are likely to have some communication problems, such as in the difficulties in creating brochures that were acceptable to all and in the possible use of proprietary information in the instructional materials.

A few difficulties that were not extensively discussed in the final report but perceived by the external evaluator are mentioned here:

1. BASE, the computer instructional program that provides basic skills instruction according to the worker's job classification, was not always accurate in placing worker students. Sometimes, the materials were too easy for a person of a particular job title; the teacher then had to make up a different title to find appropriate instructional materials. The reason for choosing a computer-assisted program like BASE, which appears to be functional context but in fact is only marginally work related, is that a simple authoring system does not exist at this

time. As mentioned in the final report, the site coordinators would have put some of their specially designed instructional materials on the computer for student use; however, they did not have the expertise (or the time) to use a programming language (such as Authorware) to develop computer-based instructional materials. Therefore, they relied on general educational software and customized those commercial software packages that permitted customization (such as customizing *Word Attack Plus* [Davidson] with industry and job related vocabulary). A simple authoring tool that would allow a teacher to create job related exercises and materials for use on the computer is needed for workplace literacy programs that intend to use computers and the functional context approach to instruction. At this time it does not exist.

2. Dramatic gains in BASE (equivalent to three grade levels) may be partially due to workers having been away from literacy tasks for so long when they take the pretests at the beginning of instruction, yielding suppressed scores; instruction and practice would raise the comfort level with literacy tasks and testing at the end of the program, yielding nice gains. (This phenomenon is not a negative reflection on PCC or BASE since it occurs with many adult literacy intervention studies using a variety of standardized measures.) Demonstrating the impact of the workplace literacy programs on basic skills functioning is difficult since the most sensitive measures are curriculum based assessment devices, created by the instructional designers and embedded in the learning packages. Yet, these are non-standardized and not meaningful outside the industry's program; gains at the PCC sites cannot be compared with gains in any other workplace literacy project. CASAS scores do provide standardized scores; however, gains reported in terms of points are not meaningful unless one is familiar with the CASAS scale. The teachers expressed some frustration with demonstrating gains using instruments that did not have comparable scales.

3. The amount of time spent in literacy task analyses at both industries was out of proportion to the benefits of this process. The external evaluator tried to convince the site coordinator at C & A that she had learned the tedious process of detailed literacy task analysis — that now she could move to the department level for her task analyses since her instruction was at the department level, identifying the salient skills that cut across all jobs in the department. She indicated that this was true but that the industry wanted the literacy task analysis completed for all

jobs; therefore; she persisted in doing her analysis at the job level rather than at the department level although she designed instruction for the department, not the job. This time-consuming process meant that she could not create and deliver the functional context instruction as quickly as had been projected. At BI the plant manager saw that the development and delivery of the functional context instruction was being delayed due to the inordinate amount of time spent on literacy task analyses; he decided that the task analyses and instruction should focus on three broad classifications of jobs — Technician, Operator, Service — instead of at the job level. The site coordinator subsequently analyzed the literacy tasks in those areas and developed instruction around them. This approach also makes sense in an environment where specific jobs are rapidly changing due to emerging technology and industrial reorganization. The impact of this situation is that at the conclusion of the funded project — the intent of which was to design and implement a functional context instructional curriculum — very few worker students have had the opportunity to actually use the specially designed curricula. This is disappointing since these curricula were to be the focus of the funded workplace literacy effort; instead, general and commercially customizable software packages became the primary vehicles for instruction instead of the industry-specific, specially designed curricula.

4. The amount of staff training needed was probably underestimated which may also be typical in workplace literacy projects. The teachers reported initial difficulties with the industry "culture"; this was not as great a problem at BI where the project had been initiated under an earlier grant. More ongoing staff training seemed to have been needed at both sites; it was difficult for the project administrator to offer all that was needed as well as keep up with other responsibilities at PCC. A closer link to PCC would also have been desirable; several worker students expressed the desire to have college classes offered onsite. Perhaps in time the workplace literacy teachers and site coordinators will arrange for other lifelong learning opportunities for individuals onsite and at PCC.

5. The amount of publicity at BI may have been a "mixed blessing." While it is good to spread the word about a program that seems to be working, the number of visitors may have actually eroded time away from the project. The strong support of the plant manager, however, was noteworthy; his influence

has helped spread the concept of on-the-clock workplace literacy not only to other BI plants but also to other industries.

The worker students, the target audience, were very enthusiastic about the programs. They appeared to be more motivated by the benefits to them as individuals rather than as workers. Although they saw "pay-offs" on the job, they were most interested in self-improvement. Regardless of the motivation, they felt that the program had opened up new opportunities for personal growth which they appreciated. This positive attitude undoubtedly translated into better workers which would ultimately benefit the industries. PCC and both industries are to be commended for their foresight in developing workplace literacy programs and for the major effort involved. Their partnership is exemplary and worth studying and replicating.

Eunice N. Askov, Ph. D.
Professor of Education and Director
Institute for the Study of Adult Literacy
The Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801

PROGRAM APPENDIX

PROGRAM APPENDIX 1

STAFFING

D RATES

21c Per Word

.m. Tuesday

ds of thanks and
st be paid
a...ce.

4145

Business Services

For Small Engine Repair Call CASWELL TIRE SERVICE PH: 694-4831

d today for beautiful FREE CATALOG. Mary Hill Gifts, Washington St., P.O. Box 771-, Lynchburg, VA 24505. (4-4, p)

ptic Tanks Cleaned and Installed. Millner Plumbing 388-2215

ir Office Supplies or ew and Used Furniture Needs... *Now Available* FREE DELIVERY Call Carlton Worley at 694-6519 CAMMACK'S Office Supply 123 E. Davis St.-Burlington ione 227-4234, FAX 222-1123 n.-Fri. 8am to 5:30 pm Sat. 9am to 1pm

Yard Sale

Sale Saturday, April 7 from until. Moving--everything go. Park Spring Road-two stucco house on left before Store. (4-4, p)

ulti-family yard sale Saturday, 7 from 7:30 a.m.-until. A. D. Trucking Company, Old Yanceyville. (4-4, p)

Help Wanted

*SECRETARY-WORKPLACE LITERACY PROGRAM: Provde secretarial and clerical support for the workplace literacy program. Requires a High School Diploma, computer skills, word processing required. Associate Degree in Secretarial Science preferred. Salary Range: $13,000-$16,000 per year. To be considered as an applicant, send North Carolina State application, an explanatory cover letter, and up-to-date resume and a copy of unofficial college transcript(s) to Personnel Coordinator, Piedmont Community College, P.O. Box 1197, Roxboro, North Carolina 27573, postmarked no later than Tuesday, April 17, 1990. An Affirmative Action/Equal Opportunity Employer. (4-4, c)

Now hiring Asbestos Removal Workers. Starting pay $6 per hour. Must be able to travel. Call ACMC, Inc at (919) 694-6800. (4-4, p)

*EDUCATIONAL COUNSELOR-WORKPLACE LITERACY PROGRAM: Provide educational and career counseling to workplace literacy students at one Caswell County and one Person County industrial workplace site. Administer and evaluate pre and post-tests for workplace students to assess entry and exit levels. Provide follow-up on students, tracking of students and referrals. Assist with the development of job related pre/post tests and then administer and evaluate. Requires a Bach-elor's Degree with three years adult literacy and/or public school counseling or equivalent. Salary Range: $20,000-$23,000 per year. To be considered as an applicant, send North Carolina State ap-plication, an explanatory cover letter, and up-to-date resume and a copy of unofficial college transcript(s) to Personnel Coordinator, Piedmont Community College, P.O. Box 1197, Roxboro, North Carolina 27573, postmarked no later than Tuesday, April 17, 1990. An Affirmative Action/Equal Opportunity Employer. (4-4, c)

TEST ADMINISTRATOR/COUNSELOR: Responsible for administration and security of GED Tests and NC Competency Test. Will also serve as Counselor for Adult Literacy Program. This includes counseling students in ABE, AHS, and GED programs in academic, vocational and personal

Help Wanted

*INSTRUCTOR-WORKPLACE LITERACY: Provide basic skills instruction integrated with job related skills to worksite students at a Person County industrial site. Monitor and document student progress, submit reports as required; maintain inventory of instructional supplies and materials, and assist with ordering of instructional supplies. Salary Range: $20,000-$23,000 per year. To be considered as an applicant, send a North Carolina State application, an explanatory cover letter, an up-to-date resume, and a copy of unofficial college transcript(s) to Personnel Coordinator, Piedmont Community College, P.O. Box 1197, Roxboro, North Carolina 27573, postmarked no later that Tuesday, April 17, 1990. An Affirmative Action/Equal Opportunity Employer. (4-4, c)

Wanted

FARM LAND WANTED

We have investors who are interested in farm and acreage in CASWELL COUNTY and the SOUTH CENTRAL AREAS of VIRGINIA. If you are willing to sell please call. We will have a CERTIFIED APPRAISER evaluate your property.

Albright Real Estate

308 E. Elm St., Graham NC
Call 227-5517 Anytime

MLS
Licensed In NC, SC, & VA.
Serving Real Estate needs since 1947

R REALTOR

Want to Buy

I am not a Dealer. I want to buy an old solid Oak Bed and Vanity, old two seat settee, old silverware, wooden ice Box, Windless for an old Well and an old Juke Box.

Call Collect (919)342-8540

Homes for Sa

barry smith real

NO DOWN PAYMEN TO QUALIFIED BUYER

3 Bdrm, 2 Bath Rancher on over 2 acres in private subdivision Priced to sell $43,000

Mobile Home on 8 acres with road frontage on paved road. Asking $29,000 MAKE AN OFFER

Other Properties Available

Office (919) 694-9117
June Dailey (919) 694-6884

Save money. One only-lar rooms. Below foreclosure cos take over payments. Call 804-79 4161. (4-4, 4t, c)

New 2 or 3 bedroom 14 x 70. Or $142 per month at AAA Homes Burlington. (919) 226-6886. (3-28, c

No gimack super sale. New 19 Oakwoods 3 br, 14 ft. wide or $176.32 per month. Includes ran refrigerator, furniture, set-up, d livery, tax and title and of cou that quality Oakwood constructic Free central air and washer/dryer purchased before April 15, 19 Call 1-800-326-3250. (3-28, tfn, c)

No credit-Bad credit-Oakwoo can help! We finance! 3 BR $1 per month. Call 804-792-4161. (4- 4t, c)

Affordable Housing

Over 40 2 3 and 4 bedroom model

Yard Sale

Yard Sale Saturday, April 7 from 8 a.m.-until. Moving--everything must go. Park Spring Road-two story stucco house on left before Poteat's Store. (4-4, p)

Multi-family yard sale Saturday, April 7 from 7:30 a.m.-until. A. D. Swann Trucking Company, Old Hwy. 86, Yanceyville. (4-4, p)

Help Wanted

NEEDED
Someone to load and unload trucks and move fabrics.
Apply in Person
Prospect Hill Manufacturing Company
919-562-3345

ATTENTION

All licensed insurance agents; We need two (2) top notch people to become Membership Representatives in the Yanceyville/Caswell County area for Settler's Life - Huff Cook M.B.A. Up to $300 to start plus excellent benefit plan. No weekends. No overnight travel. No debit. Call collect, Danville (804) 799-2021 for interview. EOE. (11-15, tfn c)

Farm help wanted on a grain and hog farm. Salary, benefits and a house can be provided. Alvin Hodges 919-694-4298. (3-28, 2t, c)

WANTED: Manager, man or woman, for Gregory General Store. Weekly salary, percentage of annual profit and modern 2 bedroom house for rent free. The store is located 10 miles east of Chatham and 20 miles west of Halifax on Highway 832. We have been in business since 1900 closed on Sundays and we do not sell beer. For a personal interview, please contact Stone Gregory, Jr., owner, Java Va. 24565, dial 804-432-1000. (3-28, tfn, c)

Charge Nurse Position
for Registered Nurse

Full time, 7-3. Use your professional skills in a challenging and progressive long-term care setting. We offer employee savings and

no later than Tuesday, April 17, 1990. An Affirmative Action/Equal Opportunity Employer. (4-4, c)

CASWELL MESS 4-4-90

TEST ADMINISTRATOR/ COUNSELOR: Responsible for administration and security of GED Tests and NC Competency Test. Will also serve as Counselor for Adult Literacy Program. This includes counseling students in ABE, AHS, and GED programs in academic, vocational and personal areas. Will establish testing schedule; verify identity to test candidates; score and report test results; complete reports as required. Will schedule and provide individual group counseling. Administers GED at four prison units. Requires a Masters Degree in Adult Education or Counseling. Experience in adult literacy education and/or counseling/testing with public schools, dropout/ alternative education programs or college setting. Must have knowledge of agencies and resource people in each county who can assist with meeting students' personal and emotional needs. Salary Range: To $15 per hour, part-time, 29 hours per week. To be considered as an applicant, send North Carolina State application, an explanatory cover letter, and up-to-date resume and a copy of unofficial college transcript(s) to Personnel Coordinator, Piedmont Community College, P.O. Box 1197, Roxboro, North Carolina 27573, postmarked no later than Tuesday, April 17, 1990. An Affirmative Action/Equal Opportunity Employer. (4-4, c)

SITE COORDINATOR-WORKPLACE LITERACY PROGRAM: (2 Positions) Provide daily supervision and coordination of a worksite literacy program at a Caswell County or Person County industrial worksite. Requires a Bachelor's Degree in Education or related field and three or more years experience in administration and/or training in an adult literacy program or equivalent. Salary Range: $23,000-$25,000 per year. To be considered as an applicant, send a North Carolina State application, an explanatory cover letter, and an up-to-date resume and a copy of unofficial college transcript(s) to Personnel Coordinator, Piedmont Community College, P.O. Box 1197, Roxboro, North Carolina 27573, postmarked no later than Tuesday, April 17, 1990. An Affirmative Action/Equal Opportunity Employer. (4-4, c)

Notice

Want to Buy
I am not a Dealer. I want to buy an old solid Oak Bed and Vanity, old two seat settee, old silverware, wooden ice Box, Windless for an old Well and an old Juke Box.
Call Collect (919)342-8540

Wanted-Buy
Oil Paintings
Quality Antiques-Estates
Send photos to: Shields, P.O. Box 3323, Danville, VA 24543, (804) 793-1833. (4-4, c)

Business Opportunities

Want to become a PHOENIX COUNSELOR? Let Ginny show you how to make money and lose weight with PHOENIX HIGH-FIBER WEIGHT LOSS COOKIES. Call Ginny 227-5580 or 227-8425 evenings. (4-4, c)

Earn money at home stuffing envelopes. Send a self-addressed stamped envelope to: SEMA, Box 1179, Dallas, GA 30132. (4-4, p)

IMAGE CONSULTING
AN EXCITING CAREER!
International company seeking career minded individuals to offer color-glamour-fashion. Unlimited income potential. Professional training provided. Part time/full time (804) 793-1587 evenings/ weekends. (4-4, p)

Card of Thanks

We would like to thank all our friends, neighbors, and families for the food, flowers, cards, donations, telephone calls and other acts of kindness shown us during the passing of our loved one,
Andrew Fernell Jeffreys, Jr.
May God Bless each of you.
The Lambert and Jeffreys families

The family of Jimmy Walker wishes to thank everyone for the prayers, visits, phone calls, food, flowers, and all acts of kindness shown during the death of our loved one. (4-4, p)

We, the Stewart Family of Milton, North Carolina want to thank everyone for cards, food,

Free central air and wash purchased before Apri Call 1-800-326-3250. (3-28

No credit-Bad credit. can help! We finance! per month. Call 804-792- 4t, c)

Affordable Hous Over 40 2,3 and 4 bedroo Possibly no down paym own your lot. Act now a free stove on homes th Call Stan Gladden and 919-621-6088. Builder of N Homes. (3-7, tfn, c)

"Please Help!" Just payments. Call 804-792- 4t, c)

New 1990 Oakwood dc Only $229 per month. Ca by Oakwood Mobile Ho 14 S, Eden, 623-9753. (2-7,

Bank Repo's. Already park. Take over paym 804-792-4161. (4-4, 4t, c)

New 1990, 14 wide Oa only $147.70 per month. soon! Limited supply. Homes, Hwy 14 S., Eden, 9753. (2-7, tfn, c)

Yanceyville's finest neig 2300 sq. ft., 3 bedroom garage and extra buildin Pope Realty. Call 732-2 3530. (8-23, tfn c)

Attention Landowner Double-wides and single down payments with w A/C, washer/dryer, fully Call 804-792-4161. (4-4, 4t,

"Save my credit' Need to sell! Call 623-9754. (2-7, tfn c)

Why rent when you ca less? Payments start at month. Call for details. 3250 or 228-7873. (2-21, tfn

Rentals

Old Farm Apartments Accepting Appl tions for one room apartm Apply at the o 694-9404 Ec Housing Opport

DEBRA B. HARLOW
271 GUILFORD STREET
DANVILLE, VA 25640
PHONE: (804) 793-9042

EDUCATION:

Resource Specialist
Adult Basic Skills Instructor Training Certificate from Appalachian State University and the North Carolina Department of Community Colleges, June 1991

Post graduate courses:
Reading Curriculum: Organization, Supervision and Assessment, Appalachian State University, Boone, North Carolina, June 1991
Adult Literacy Instruction, Appalachian State University, Boone, North Carolina, June 1990
Adult Literacy Instructor Training, Appalachian State University, Boone, North Carolina, June 1989
The Teaching of Reading, Averett College, Danville, Virginia, June-August 1981
Competency Based Education and the Development of Instructional Materials in Industrial-Technical Education, Virginia Polytechnical Institute and State University, Blacksburg, Virginia, September 1979

Bachelor of Arts, Longwood College, English Education, Speech & Drama Certification, Farmville, Virginia, 1977

Management Training:
FrontLine Leadership, Completed Core Interpersonel Skills Unit, 2.1 CEU's, November 1990
Time Management, October 1990
Managing Problem Employees, November 1987
Supervision for Women, November 1985

EXPERIENCE:

Adult Literacy Program Director, Piedmont Community College, Roxboro, North Carolina, May 1984 - present

Presenter at both the state and national levels on the topic of workplace literacy

CASAS (Comprehensive Adult Student Assessment System) Trainer for the N.C. Department of Community Colleges, August 1990 - present

Educational Coordinator, 70,001 Youth Employment Company, Danville, Virginia, September 1980-1984

CETA Educational Consultant, Project was coordinated by Virginia Polytechnical Institute's Vocational Education Department, January 1980 - April 1980

Teacher-Aide, Adult Learning Center Danville, Virginia, October 1979 - September 1980

ATLAS (Achievement Through Learning Academic Skills) Instructor, Chesapeake and Potomac Telephone Company, September 1979 - April 1980

Teacher, Adult Learning Center, Danville, Virginia, January 1978 - September 1979

PROFESSIONAL ORGANIZATIONS:

American Association for Adult and Continuing Education (AAACE)
North Carolina Community College Adult Education Association (NCCCAEA)
National Council on Community Services and Continuing Education (NCCCSCE)

REFERENCES:

Available Upon Request

LINDA LEE CAYWOOD-FARRELL
129 CAMPBELL STREET
DANVILLE, VA 24540
PHONE: 804-799-7768

EDUCATION

M.ED., Secondary Reading Development Specialist, April 1991
Averett College, Danville, Virginia
B.A., English, May 1985 (Emphasis - Education; Minor - History and Biology)
Averett College, Danville, Virginia
Member Alpha Chi
Cum Laude - GPA 3.7
Virginia State Teaching Certification, June 1990 - June 1995
North Carolina Teaching Certification, 1986 - 1988

ASSOCIATIONS

National Teachers Association
Danville Humane Society
Averett College Writers Guild
American Business Women's Association (ABWA)

VITA

Supervised and taught special population groups; organized and designed special materials and customized curriculum to meet special needs; counseled students on a one-to-one basis and in group situations; interviewed and screened prospective students; intervened in crisis situations; maintained communication with program coordinators, director, and business managers; recommended follow-up for individual students; taught classes in English, Math, History, and Science; performed administrative functions; designed and taught Business English classes for local businesses and assessed and evaluated students as to educational level and classes needed.

EXPERIENCE

1990 - present	Site Coordinator for Piedmont Community College's Workplace Literacy program located at Collins & Aikman
1988 - 1990	Danville Community College, English Classes, Business English to Developmental English
1986 - 1987	Project Hope, Danville Community College, GED Classes New Focus, Danville Community College, GED Classes Adult Evening High School, George Washington High School, 11th-grade English Community Improvement Council, Danville, GED Classes

EXPERIENCE (continued)

1968 - 1987	George Washington High School, 10th-Grade English (summer school) O.T. Bonner, 9th-grade English Project Hope, Danville Community College, GED Classes Adult Evening High School, 12th-grade English
1985 - 1986	O.T. Bonner summer school, 8th-grade English Pittsylvania County School System, substitute teacher

ACADEMIC EXPERIENCE

Editor, college paper, Rockingham Community College

Writer, college paper, Averett College

Articles published in The Embers (college literacy magazine) at Averett College

WORKSHOPS/CONFERENCES

CASAS Training, Piedmont Community College, August 1990

Workplace Literacy Workshop, Bethesda, Maryland, September 1990

National Alliance of Business Conference, Washington, DC, October 1991

REFERENCES

Available upon request

BRENDA MOORE CLAYTON
ROUTE 2, BOX 27-A
HURDLE MILLS, NC 27541
PHONE: 919-364-2740

EDUCATION

B.S., Elementary Education, Averett College, Danville, Virginia
Member of Alpha Chi
Teaching Certification - North Carolina and Virginia

ASSOCIATIONS

AAACE - American Association for Adult and Continuing Education
NCCCAEA - North Carolina Community College Adult Education Association

EXPERIENCE

July 1990 - Present	Workplace Literacy Instructor for Piedmont Community College's Workplace Literacy Program located at Collins & Aikman
March 1989 - September 1990	Adult Basic Education/GED Instructor at Piedmont Community College
September 1972 - June 1990	Person County Schools, Roxboro, North Carolina Elementary Teacher - 1972-81 Substitute Teacher - 1986-90

WORKSHOPS/CONFERENCES

August 1990	CASAS Training, Piedmont Community College
February 1991	"Motivating Employlees to Give Their Best," Piedmont Community College
April 1991	COABE Conference, Hartford, Connecticut
June 1991	"Teaching Students to Write," Piedmont Community College
July 1991	"Making Math Meaningful," Piedmont Community College

REFERENCES

Available upon request

DAVID B. BESS
ROUTE 1, BOX 76-U
ROXBORO, NC 27573
PHONE: (919) 599-6228

EDUCATION

B.S., Bible, Clearwater Christian College, Clearwater, Florida, 1974
Master of Science, Educational Administration, Pensacola Christian College, Pensacola, Florida, 1982

CERTIFICATION

ACSI, Administrative Certificate, Secondary, #262-96-7844

EXPERIENCE

Teaching

1974-1979	Jupiter Christian School, Jupiter, Florida
1980-1983	Northside Christian School, St. Petersburg, Florida

Administration

1977-1979	Assistant to the Administrator, Student Affairs, Jupiter Christian School, Jupiter, Florida
1979-1980	Assistant to the Administrator, Internal Matters and Student Affairs, Jupiter Christian School, Jupiter, Florida
1983-1990	Administrator, Roxboro Christian Academy, Roxboro, North Carolina
1990-present	Workplace Literacy Site Coordinator, Piedmont Community College (Burlington Industries Williamsburg Plant)

REFERENCES

Mrs. Debra Harlow
Director of Adult Literacy Program
Piedmont Community College
P.O. Box 1197
Roxboro, NC 27573
919-599-1181 (work)

Mr. Jim Tolin
220 Reams Avenue
Roxboro, NC 27573
919-599-0241 (work)
919-599-0647 (home)

Mrs. Sheila Carden
Route 1, Box 376
Semora, NC 27343
919-599-8912 (home)

Mrs. Bell Booth
111 Depot Street
Roxboro, NC 27573
919-597-2322 (work)

QUEEN FOSTER WILLIAMSON
P.O. BOX 628
YANCEYVILLE, NC 27379
PHONE: 919-694-6056

EDUCATION

Graduate Studies, N.C. A&T State University, Greensboro, NC (in progress)
B.S., Business Administration, May 1989, Greensboro College, Greensboro, North Carolina
A.A.S., Business Administration, August 1983, Rockingham Community College, Wentworth, North Carolina

WORKSHOPS/SEMINARS/CONFERENCES

Appalachian State University, Boone, North Carolina (3 sessions)
Literacy Instructor Training

North Carolina Literacy Partnership Conference, Greensboro, North Carolina, July 1990, Putting the Pieces Together

North Carolina Department of Community Colleges, June 1991
Teaching Students to Write

Piedmont Community College, August, 1990
CASAS Training

North Carolina Department of Community Colleges, June 1990
The N.C. Competency Test

Caswell County Government, Governor's Conference on Leadership Development for Women at the Caswell County Civic Center

North Carolina Department of Community Colleges
Essay Writing for the GED - June 1991
Making Math Meaningful - July 1991

Piedmont Community College
Positive Attitudes - August 1991
Stress Management - August 1991
Drugs in the Workplace - August 1991
Learning Disabilities Teleconference - September 1991
Teacher-to-Teacher - January 1992

NCCCAEA Fall Conference, October 1991

National Alliance of Business (NAB) Conference, October 1991
Building a Quality Workforce

EXPERIENCE

February 1990 - Present
Piedmont Community College, Roxboro, North Carolina; Workplace Literacy Instructor at Burlington Industries' Williamsburg Plant

June 1989 - Present
Piedmont Community College, Roxboro, North Carolina; Adult High School/GED Instructor

August 1980 - February 1990
Caswell County Department of Social Services, Yanceyville, North Carolina; Income Maintenance Caseworker II

REFERENCES

Available upon request

SYLVIA PLEASANT GAULT
ROUTE 2, BOX 91
HURDLE MILLS, NC 27541
PHONE: 919-599-2657

EDUCATION

A.A.S., General Office Technology, Alamance Community College, Haw River, North Carolina, 1977
Dean's List and President's List for Academic Achievement

EMPLOYMENT

July 1990 - Present	Piedmont Community College, Workplace Literacy Program Secretary
October 1986 - June 1990	Alamance County Department of Social Services, Word Processor II
October 1983 - September 1986	University of North Carolina at Chapel Hill, Biochemistry Department, Clerk Typist
October 1982 - August 1983	James V. Warren, CPA, Wilmington, North Carolina, Secretary/Bookkeeper
March 1981 - August 1982	First United Methodist Church, Graham, North Carolina, Church Secretary
July 1978 - September 1980	Raymond W. Massey, CPA, Secretary/Bookkeeper
February 1977 - June 1978	Kayser Roth Hosiery, Burlington, North Carolina, Invoice Clerk

ASSOCIATIONS

NCCCAEA - North Carolina Community College Adult Education Association

REFERENCES

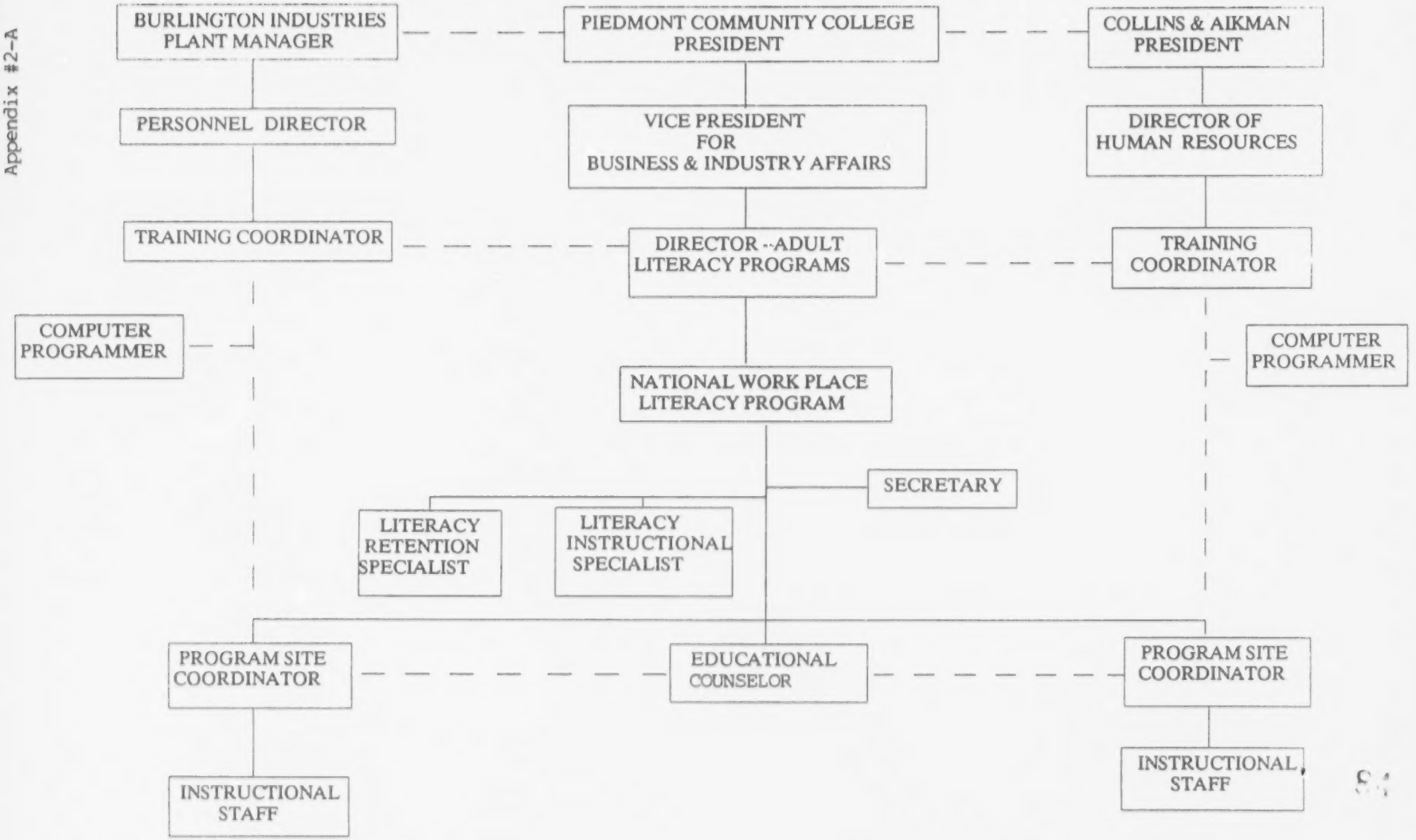
Available upon request

PROGRAM APPENDIX 2

STAFF FLOW CHARTS

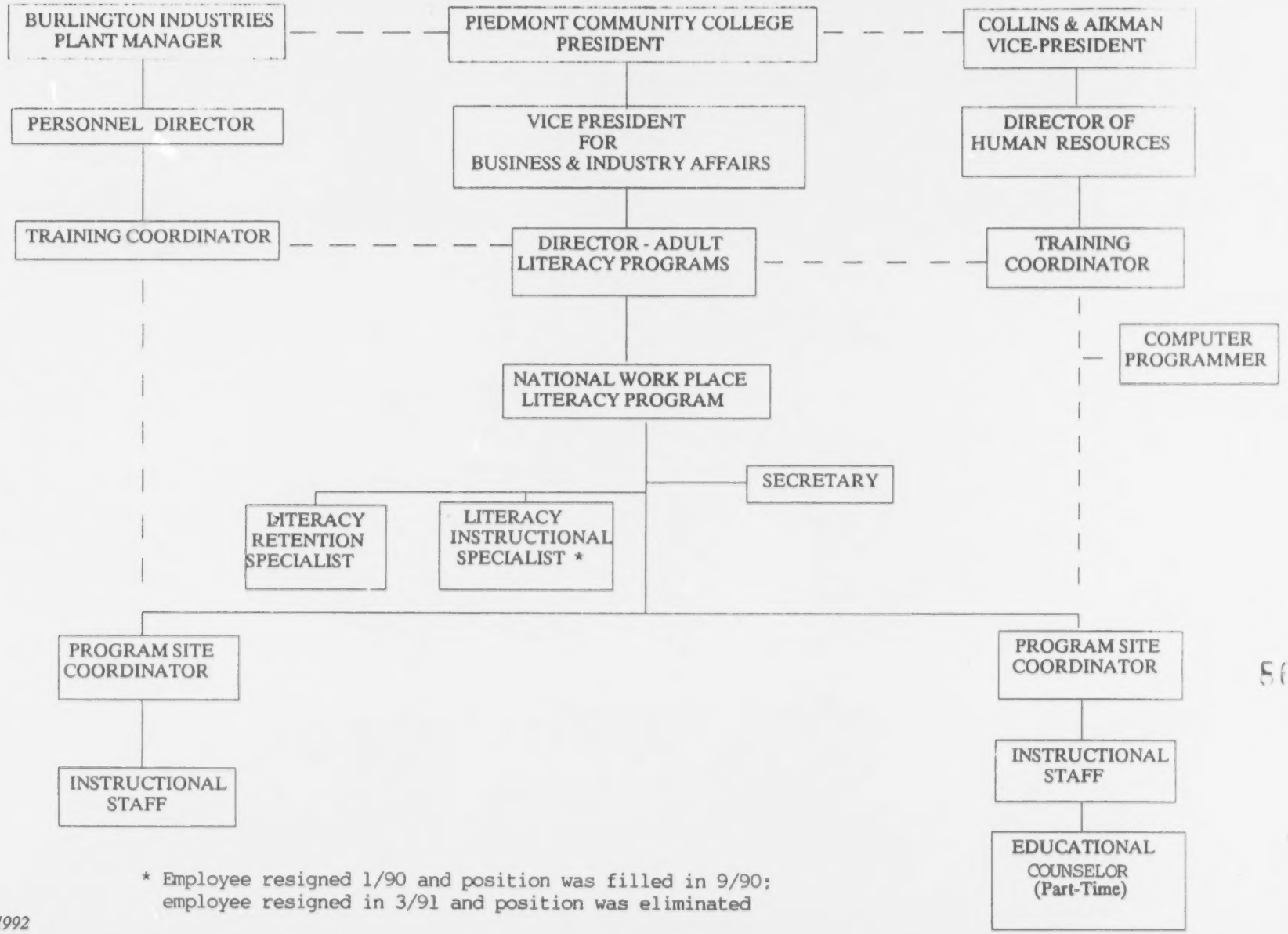
Appendix #2-A

PROPOSED FLOW CHART - SEPTEMBER 1989
NATIONAL WORKPLACE LITERACY PROGRAM



ACTUAL FLOW CHART - APRIL 1, 1990-DECEMBER 30, 1991
NATIONAL WORKPLACE LITERACY PROGRAM

Appendix #2-B



* Employee resigned 1/90 and position was filled in 9/90; employee resigned in 3/91 and position was eliminated

March 1992

PROGRAM APPENDIX 3

FORMS

Workplace Literacy Analysis **DRAFT**

Job/Training Program_____ Date_____

Contact Person_____ Phone #_____

Address_____

There is a need to identify the basic skill competencies required for persons currently employed and those entering employment as well as those enrolled in vocational training programs. This competency list includes the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by a participant to succeed on the job or in vocational training.

The checklist that follows is an efficient way for workplace literacy instructors, pre-employment instructors and job developers to obtain an employer's and/or vocational instructor's response to specified basic skill competencies. This may replace reliance on set reading or math levels, which may not accurately reflect the specific application of basic skills needed for success in employment or in vocational training.

Using this checklist as a guide, employers, program coordinators, and instructors (vocational, VESL, ESL and basic education) will be able to plan training and instruction based on accurate and specific basic skill requirements. Then employers and job developers will be better able to match employee and participant abilities to basic skill requirements for specific jobs.

The checklist can be useful for pre-employment instruction as well as for instruction that is concurrent with employment The basis for curriculum will be specific, time will not be wasted, and employees/participants can be shown how they might efficiently meet their individual objectives.

CASAS Comprehensive Adult Student Assessment System

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Appendix #3-A-2

DRAFT

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

I. READING SKILLS

A. *Read and interpret vocational vocabulary.*

1. Read and interpret general vocational vocabulary.
2. Read and locate information listed in alphabetical order.
3. Utilize reference materials and glossary lists in vocational texts, manuals, and handouts.
4. Identify abbreviations and symbols specific to the job.

B. *Read and interpret written vocational materials.*

1. Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.
2. Read and interpret written instructions from instructor and supervisor.
3. Read and interpret written sequential directions in textbooks, manuals and handouts.
4. Read and interpret employee/student progress records or performance appraisals.
5. Utilize table of contents, index, and appendices in textbooks, manuals and handouts.
6. Read and interpret basic instructions and labels in operating equipment and utilizing supplies.
7. Read and interpret charts, graphs, tables and forms.
8. Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints.
9. Read and interpret basic switches and dials.

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Appendix #3-A-3

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II. WRITING SKILLS

	Basic Skill Requirements of Job/Program			
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS
A. *Use Legible Writing and Appropriate Grammar.*				
1. Print or write legibly in ink.				
2. Utilize appropriate mechanics of standard English.				
B. *Utilize Occupational Specific Forms*				
1. Record date, time, and other requested information on work forms, charts, graphs.				
2. Write common abbreviations specific to the job.				
C. *Write comprehensively.*				
1. Write information in clear, logical and complete manner.				
2. Take telephone messages accurately.				
3. Write short notes and/or simple memos.				
4. Write letters using correct structure and sentence style.				
5. Use computer for simple word processing.				
6. Organize information into a brief written report.				

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Appendix #3-A-4

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III. MEASUREMENT AND NUMERICAL SKILLS

A. *Utilize occupational specific math.*

1. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers.
2. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using common or mixed fractions.
3. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using decimal fractions and/or percentages, e.g., counting money, calculating sales tax, figuring discounts.
4. Determine mathematical equivalents by converting fractions, percentages, and decimal fractions.
5. Compute averages using whole numbers, fractions, decimals or percentages.
6. Convert U.S. Standard to International Metric System of Measurement and/or vice versa.
7. Determine approximations by estimating, rounding off numbers, and judging the correctness of the response.
8. Perform mathematical operations using equipment such as a calculator, cash register, business machine, and computer operated equipment.

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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Appendix #3-A-5

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VI. CRITICAL THINKING AND PROBLEM SOLVING SKILLS

1. Demonstrate ability to differentiate, sort, and classify information.
2. Identify effective problem-solving strategies such as formulating, evaluating, and choosing options.
3. Solve problems and arrive at decisions as a team member in a work setting.
4. Demonstrate ability to apply or transfer skills learned in one job situation to another.

VII. KNOWLEDGE OF CLASSROOM/WORKPLACE EXPECTATIONS

A. *Understand employer and instructor expectations of workplace/classroom interaction.*

1. Identify appropriate workplace and classroom behavior.
2. Demonstrate appropriate ethical behavior for work and classroom.
3. Identify general standards and procedures for personal hygiene.
4. Demonstrate ability to solve interpersonal conflicts on the job.

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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Workplace Literacy Analysis
Individual Profile

DRAFT

Employee/Participant Name_____ **ID #**_____

Job/Training Program_____ **Date**_____

There is a need to identify the basic skill competencies required for persons currently employed and those entering employment as well as those enrolled in vocational training programs. This competency list includes the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by a participant to succeed on the job or in vocational training.

The checklist that follows is an efficient way for workplace literacy instructors, pre-employment instructors and job developers to obtain an employer's and/or vocational instructor's response to specified basic skill competencies. This may replace reliance on set reading or math levels, which may not accurately reflect the specific application of basic skills needed for success in employment or in vocational training.

Using this checklist as a guide, employers, program coordinators, and instructors (vocational, VESL, ESL and basic education) will be able to plan training and instruction based on accurate and specific basic skill requirements. Employers and job developers will be able to determine the individual's ability to perform each basic skill, in relation to the basic skill requirements of the job or vocational training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job/program requirements.

The checklist can be used for pre-employment instruction as well as for instruction that is concurrent with employment. The basis for curriculum will be specific, time will not be wasted, and employees/participants can be shown how they might efficiently meet their individual objectives.

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Appendix #3-B-2

DRAFT

I. READING SKILLS

	Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform				
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Excellent	With Difficulty	Unable To Do	CASAS Competency Number	Training/Intervention Needed
A. *Read and interpret vocational vocabulary.*								
1. Read and interpret general vocational vocabulary.							4.1.6.	
2. Read and locate information listed in alphabetical order.								
3. Utilize reference materials and glossary lists in vocational texts, manuals, and handouts.							2.5.6. 4.3.2.	
4. Identify abbreviations and symbols specific to the job.							4.1.6.	
B. *Read and interpret written vocational materials.*								
1. Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.							2.5.8. 4.2.2. 4.2.3.	
2. Read and interpret written instructions from instructor and supervisor.							4.4.3. 4.4.5.	
3. Read and interpret written sequential directions in textbooks, manuals and handouts.							2.5.4. 4.2.4.	
4. Read and interpret employee/student progress records or performance appraisals.							4.4.4.	
5. Utilize table of contents, index, and appendices in textbooks, manuals and handouts.							2.5.6. 4.3.2.	
6. Read and interpret basic instructions and labels in operating equipment and utilizing supplies.							1.7.3. 3.4.1.	
7. Read and interpret charts, graphs, tables and forms.							1.1.3. 1.2.1.	
8. Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints.							1.1.3. 4.4.3. 6.6.5.	
9. Read and interpret basic switches and dials.							1.1.4. 1.1.5.	

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II. WRITING SKILLS

	Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform				
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Excellent	With Difficulty	Unable To Do	CASAS Competency Number	Training/Intervention Needed
A. *Use Legible Writing and Appropriate Grammar.*								
1. Print or write legibly in ink.								
2. Utilize appropriate mechanics of standard English.								
B. *Utilize Occupational Specific Forms*								
1. Record date, time, and other requested information on work forms, charts, graphs.							4.4.3.	
2. Write common abbreviations specific to the job.								
C. *Write comprehensively.*								
1. Write information in clear, logical and complete manner.								
2. Take telephone messages accurately.							2.1.7.	
3. Write short notes and/or simple memos.							4.4.3.	
4. Write letters using correct structure and sentence style.								
5. Use computer for simple word processing.								
6. Organize information into a brief written report.								

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III. MEASUREMENT AND NUMERICAL SKILLS

A. *Utilize occupational specific math.*

	Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform				
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Excellent	With Difficulty	Unable To Do	CASAS Competency Number	Training/Intervention Needed
1. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers.							6.1.1., 6.1.2., 6.1.3., 6.1.4., 6.1.5.	
2. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using common or mixed fractions.							6.3.1., 6.3.2., 6.3.3., 6.3.4., 6.3.5.	
3. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using decimal fractions and/or percentages, e.g., counting money, calculating sales tax, figuring discounts.							6.2.1., 6.2.2., 6.2.3., 6.2.4., 6.2.5., 6.4.1., 6.4.3.	
4. Determine mathematical equivalents by converting fractions, percentages, and decimal fractions.							6.2.6., 6.3.6. 6.4.4.	
5. Compute averages using whole numbers, fractions, decimals or percentages.							1.1.8., 6.1.1., 6.1.4., 6.2.1., 6.2.4., 6.3.1.,	6.3.4., 6.7.5.
6. Convert U.S. Standard to International Metric System of Measurement and/or vice versa.							1.1.2. 6.6.1.	
7. Determine approximations by estimating, rounding off numbers, and judging the correctness of the response.							6.9.2.	
8. Perform mathematical operations using equipment such as a calculator, cash register, business machine, and computer operated equipment.								

CASAS

Appendix #3-B-5

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	Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform				
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Excellent	With Difficulty	Unable To Do	CASAS Competency Number	Training/Intervention Needed
VI. CRITICAL THINKING AND PROBLEM SOLVING SKILLS								
1. Demonstrate ability to differentiate, sort, and classify information.								
2. Identify effective problem-solving strategies such as formulating, evaluating, and choosing options.								
3. Solve problems and arrive at decisions as a team member in a work setting.								
4. Demonstrate ability to apply or transfer skills learned in one job situation to another.								
VII. KNOWLEDGE OF CLASSROOM/WORKPLACE EXPECTATIONS								
A. *Understand employer and instructor expectations of workplace/classroom interaction.*								
1. Identify appropriate workplace and classroom behavior.							0.1.5. 4.4.1.	
2. Demonstrate appropriate ethical behavior for work and classroom.							4.4.1.	
3. Identify general standards and procedures for personal hygiene.							3.5.5.	
4. Demonstrate ability to solve interpersonal conflicts on the job.							4.4.1. 4.4.5.	

PIEDMONT COMMUNITY COLLEGE
NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Industrial Site _____

Quarter _____ Date Submitted _____

Part 1. Program Parameters

1. Target No. to be Served: _____

2. No. Served at Each Site to Date:

Site 1:_____ Site 6:_____
Site 2:_____ Site 7:_____
Site 3:_____ Site 8:_____
Site 4:_____ Site 9:_____
Site 5:_____ Site 10:_____

3. Total No. Served:_____

4. Fed. Funds Obligated:_____

5. Matching Funds/In-Kind:_____

6. Value Release Time:_____

7. # Participating in Programs Offered:

Basic Skills:_____
GED_____
ESL_____

8. Contact Hours Provided:_____
(number of teaching hours that workers receive)

Part 2. Participation Date

1. Mean Age Participants:_____

2. Sex:# Males_____ # Females_____

3. Race/Ethnicity: No. Who Are:

White_____ Am. Indian/Alaska
Black_____ Native_____
Hispanic_____ Asian/Pacific
Islander_____

4. # Single Head of Household:_____

5. # Limited English Proficient:_____

6. Outcomes No. Participants

a. Tested higher on basic skills _____
b. Improved communication skills _____
c. Increased productivity _____
d. Improved attendance at work _____
e. Increased self-esteem _____

7. Yrs. with Company # Participants

Unemployed _____
0-5 _____
6-10 _____
11-15 _____
16-over _____

Appendix #3-D-1

North Carolina Community College System
Continuing Education Student Data

Student Id _ _ _ - _ _ - _ _ _ _ Registration Date _ _ / _ _ / _ _ Contract Number [_ _ _ _ _ _ _]

1. Last Name _____
2. First _____
3. Middle _____
4. Address Line 1 _____
5. Address Line 2 _____
6. City _____
7. State _ _ (Postal Abbreviation)
8. Zip Code _ _ _ _ _ - _ _ _ _
9. Type Blank Or [_] 3 Inmate
10. County _ _ _____
11. Birth Date _ _ / _ _ / _ _ _ _
12. Sex [_] Male [_] Female
13. Race
    [_] 1 White
    [_] 2 Black
    [_] 3 Hispanic
    [_] 4 American Indian
    [_] 5 Asian/Pacific Islander
14. Home Telephone (_ _ _) _ _ _ - _ _ _ _
15. Highest Educ Level Attained _ _
16. Employment Status
    [_] 1 Retired
    [_] 2 Unemployed - Not Seeking Employment
    [_] 3 Unemployed - Seeking Employment
    [_] 4 Employed 1 - 10 Hrs/Per Week
    [_] 5 Employed 11 - 20 Hrs/Per Week
    [_] 6 Employed 21 - 39 Hrs/Per Week
    [_] 7 Employed 40 + Hrs/Per Week
17. Employer _____
18. Vocation _____
19. Work Telephone (_ _ _) _ _ _ - _ _ _ _
20. State Of Residence _ _ (Postal Abbreviation)
21. Disadvantaged?
    [_] A Academically
    [_] E Economically
    [_] B Both
22. Handicapped?
    [_] M Mentally Retarded
    [_] H Hard Of Hearing
    [_] D Deaf
    [_] S Speech/Lang Impaired
    [_] V Visually Handicapped
    [_] E Seriously Disturbed Emotionally
    [_] O Orthopedically Impaired
    [_] L Learning Disability
    [_] X Other/Multiple Impairment
23. Limited English Speaking [_] Yes [_] No
24. Student Status
    [_] S Single Parent
    [_] H Homemaker
    [_] B Both
25. Citizenship
    [_] U U.S. Citizen
    [_] E Eligible Legalized/Resident Alien
    [_] N Naturalized Citizen
    [_] A Non-Resident Alien
26. Head Of Household? [_] Yes [_] No
27. Last High School Attended _ _ _ _ _ _
    _____
28. Date Last Attended High School _ _ / _ _ _ _ (MO / YEAR)
29. High School Graduate? [_] Yes [_] No

Student Signature _____ Date _ _ / _ _ / _ _

NAME _____ SOCIAL SECURITY # _____ DATE _____
(Last) (First) (Maiden)

1. PROGRAM PLACEMENT
DATE ___-___-___
(Check All Applicable)
1. ( ) ABE Level 1
2. ( ) ABE Level 2
3. ( ) AHS Adult High School
4. ( ) CED Community Living
5. ( ) CED Consumer Education
6. ( ) CED Health Education
7. ( ) CED Job Placement
8. ( ) CED Language
9. ( ) CED Math
10. ( ) CED Other Training
11. ( ) CED Social Science
12. ( ) CED Vocational Education
13. ( ) ESL Beginning
14. ( ) ESL Intermediate
15. ( ) ESL Advanced
16. ( ) GED Preparation
17. ( ) GED Preparation/TV
18. ( ) GED Test

2. STUDENT TYPE (Check One)
1. ( ) Continuing Student
2. ( ) New Student
3. ( ) Returning Student

3. RECRUITER _____

4. STUDENT DATA (Check All Applicable)
1. ( ) Adult in Correctional Facility
2. ( ) Dual Enrollment
3. ( ) Eligible Legalized Alien
4. ( ) Employed
5. ( ) Family Literacy
6. ( ) High School Graduate
7. ( ) Homeless Adult
8. ( ) Immigrant Adult
9. ( ) JOBS
10. ( ) Learning Disabled
11. ( ) Limited English Speaking
12. ( ) Mentally Handicapped
13. ( ) Migrant Worker
14. ( ) Nonreader
15. ( ) Other Institutionalized Adult
16. ( ) Physically Handicapped
17. ( ) Receiving Public Assistance
18. ( ) Rural
19. ( ) SLIAG
20. ( ) Unemployed
21. ( ) Urban
22. ( ) Workplace Literacy
23. ( ) Other: Specify_____

5. SERVICES NEEDED (Check All Applicable)
1. ( ) Auxiliary Aids
2. ( ) Class for Shut-In
3. ( ) Counseling
4. ( ) Day Care
5. ( ) ESL Instruction
6. ( ) Financial Assistance
7. ( ) Interpreter
8. ( ) Job Placement
9. ( ) Job Training
10. ( ) Notetaker
11. ( ) Reader
12. ( ) Transportation
13. ( ) Tutoring
14. ( ) Other: Specify_____

6. REFERRED BY (Check All Applicable)
1. ( ) Adult Education Staff
2. ( ) Antipoverty Program
3. ( ) Business & Industry
4. ( ) Church
5. ( ) Community College Recruiter
6. ( ) Community Organization
7. ( ) Correctional Institution
8. ( ) Department of Motor Vehicles
9. ( ) Department of Social Services
10. ( ) Employment Security Commission
11. ( ) Friend or Relative
12. ( ) GED Testing Center
13. ( ) Health Agency
14. ( ) Hospital/Doctor/Clinic
15. ( ) Human Resources Development
16. ( ) Institution for Handicapped
17. ( ) Job Training Partnership Act
18. ( ) Labor Union
19. ( ) Library
20. ( ) Literacy Council
21. ( ) Military/V.A.
22. ( ) Newspaper
23. ( ) Other Student in Program
24. ( ) Poster, Flier, Letter
25. ( ) Previous Enrollment
26. ( ) Public School
27. ( ) Radio
28. ( ) Television
29. ( ) Vocational Rehabilitation
30. ( ) Vocational School
31. ( ) Voluntary Organization
32. ( ) Other: Specify_____

7. STUDENT GOALS (Check All Applicable)
DATE ___-___-___
1. ( ) Eighth-Grade Completion
2. ( ) English Proficiency
3. ( ) Enter Community/Junior College
4. ( ) Enter Four-Year College/University
5. ( ) General Educational Development (GED)
6. ( ) Get a Better Job
7. ( ) Get a Job
8. ( ) Get Off Public Assistance
9. ( ) High School Diploma
10. ( ) Learn to Read
11. ( ) Obtain High School Credits
12. ( ) Occupational Skills Training
13. ( ) Self-Improvement
14. ( ) U.S. Citizenship
15. ( ) Other: Specify_____

8. ENTRY LEVEL (Test Scores)

1. ( )TABE: Reading____ Math____ Language____ COMPOSITE____
LEVEL/FORM_____ DATE ___-___-___

2. ( )CASAS: Reading____ Math____ Listening____
LEVEL/FORM_____ DATE ___-___-___

3-21. Other Test: (Scores) ____ ____ ____ ____ ____
LEVEL/FORM_____ COMPOSITE_____
Specify _____ DATE ___-___-___

9. AHS UNITS TRANSFERRED IN _____

10. AHS UNITS NEEDED_____

11. ROUND TRIP MILEAGE ____

FOLLOW-UP AND STUDENT PROGRESSION

NAME _____ SOCIAL SECURITY # _____ DATE _____
(Last) (First) (Maiden)

1. SERVICES PROVIDED
(Check All Applicable)
1. ( ) Auxiliary Aids
2. ( ) Community Agency Referral
3. ( ) Computer-Assisted Instruction
4. ( ) Counseling
5. ( ) Day Care
6. ( ) ESL Instruction
7. ( ) Homebound Instructor
8. ( ) Interpreter Assigned
9. ( ) Job Referral
10. ( ) Notetaker Assigned
11. ( ) Reader Assigned
12. ( ) Telecourse
13. ( ) Training Referral
14. ( ) Transportation
15. ( ) Tutorial Instruction
16. ( ) Other: Specify_____

2. STUDENT ACHIEVEMENTS DATE ___-___-___
(Check All Applicable)
EDUCATIONAL
1. ( ) Entered Another Education or Training Program
2. ( ) Helped Children with School Work
3. ( ) Improved Basic Skills for Personal Satisfaction and Increased Self-Confidence
4. ( ) Learned the English Language (for Participants whose Primary Language is not English)
5. ( ) Learned to Read for First Time
6. ( ) Obtained an Adult High School Diploma (Carnegie Units)
7. ( ) Passed GED Test
8. ( ) Plans to Continue Education
9. ( ) Other: Specify_____

3. ECONOMIC DATE ___-___-___
(Check All Applicable)
1. ( ) Moved Off Public Assistance
2. ( ) Obtained a Better Job or Salary Increase
3. ( ) Obtained a Job
4. ( ) Other: Specify_____

4. SOCIETAL DATE ___-___-___
(Check All Applicable)
1. ( ) Obtained First Driver's License
2. ( ) Received U.S. Citizenship
3. ( ) Recruited Other Students
4. ( ) Registered to Vote for First Time
5. ( ) Other: Specify_____

5. FOLLOW-UP (Reasons for Separation)
(Check All Applicable) DATE ___-___-___
1. ( ) Unknown
2. ( ) Follow-Up Attempted
BEFORE COMPLETING LEVEL OR GOAL
3. ( ) Changed Address or Left Area
4. ( ) Child-Care Problems
5. ( ) Class Closed
6. ( ) Death
7. ( ) Employment Conflict
8. ( ) Family Problems
9. ( ) Financial Problems
10. ( ) Health Problems
11. ( ) Instruction Not Helpful
12. ( ) Lack of Interest
13. ( ) Location of Class
14. ( ) Time the Class or Program was Scheduled
15. ( ) Transferred
16. ( ) Transportation Problems
17. ( ) Other: Specify_____
UPON COMPLETION OF GOAL
18. ( ) Completed Classwork/Test Pending
19. ( ) Completed Level
20. ( ) Enrolled in Another Educational or Training Program
21. ( ) Graduated/Transferred to Curriculum or Extension Program
22. ( ) Met Objective(s)
23. ( ) Re-entered High School
24. ( ) Referred to Another Agency or Program
25. ( ) To Take a Better Job
26. ( ) To Take a Job (Unemployed when Entered Program)
27. ( ) Other: Specify_____

6. DATE RETURNED _____

7. REASON _____

8. PROGRAMS/AGENCIES REFERRED TO
(Check All Applicable)
1. ( ) Community College Admissions Office
2. ( ) Community College Counselor
3. ( ) Department of Health
4. ( ) Department of Mental Health
5. ( ) Department of Social Services
6. ( ) Employment Security Commission
7. ( ) Four-Year College/University
8. ( ) Human Resources Development (HRD)
9. ( ) Job Training Partnership Act (JTPA)
10. ( ) Literacy Council
11. ( ) Other Community/Junior College
12. ( ) Public School Program
13. ( ) Social Security Administration
14. ( ) Vocational Rehabilitation
15. ( ) Other: Specify_____

9. PROGRESS (Posttest)
1. ( )TABE: Reading_____ Math_____ Language_____
COMPOSITE_____ LEVEL/FORM_____
DATE ___-___-___
2. ( )CASAS: Reading____ Math____ Listening____
LEVEL/FORM_____ DATE ___-___-___
3-21. Other Test: (Scores) ___ ___ ___ ___ ___
COMPOSITE_____ LEVEL/FORM_____
Specify_____ DATE ___-___-___

10. ADULT HIGH SCHOOL: UNITS/EQUIVALENT COMPLETED _____

11. COMPUTER ASSISTED INSTRUCTION
1. ( ) ABLE Hours _____
2. ( ) PLATO Hours _____
3. ( ) Other Hours _____

12. ADULT HIGH SCHOOL: UNITS TRANSFERRED _____
DATE ___-___-___

13. Interview Conducted By _____ Date _____

_____ Date _____

(Revised 5/30/91)

*** Institutional Use Only ***

PIEDMONT COMMUNITY COLLEGE
ADULT LITERACY PROGRAM

BOOKS/MATERIALS USED

NAME_____DATE_____

ADDRESS_____

PHONE: HOME_____WORK_____OTHER_____

SSN_____ ABE LEVEL 1_____

BIRTHDATE_____ ABE LEVEL 2_____

GED TEST DATE _____ RESULTS_____ GED_____

BOOKS & MATERIALS USED	BEGINNING DATE	ENDING DATE	DATE CERTIFICATE AWARDED

record

Appendix #3-F

_____ Quarter _____

LEARNING CONTRACT

Learner _____ Learning Experience _____

What are you going to learn (objectives)	How are you going to learn it (resources & strategies)	Target date for completion	How are you going to prove that you learned it (verification)

PROGRAM APPENDIX 4

DISSEMINATION

AGENDA

WORKPLACE LITERACY LUNCHEON
Friday, May 4, 1990 12:00 Noon

1. Welcome . . . . . Julia James
   President, Piedmont Community College Foundation

2. Blessing . . . . . Sheila Carden
   Member, Piedmont Community College Board of Trustees

3. Overview - Literacy Programs . . . . . Dr. Jim Owen
   President, Piedmont Community College

4. Introduction . . . . . Gordon Allen
   Past Chairman and Member Board of Trustees

The Honorable Tim Valentine
United States House of Representatives

5. Presiding . . . . . Leigh Woodall
   Chairman, Piedmont Community College Board of Trustees

6. Comments:

   Debra Inman, Director, Adult Literacy Programs

   Robert Sills, Plant Manager, Williamsburg Plant
   Burlington Industries

   Lewis S. Morris, Jr., President, Cavel Division
   Collins & Aikman Corporation

7. Closing Remarks . . . . . .Leigh Woodall

Appendix #4-B

Courier-Times, Roxboro, NC May 7, 1990

PCC to use $300,707 grant to help plants with worker literacy

Piedmont Community College has been awarded a $300,707 grant from the U. S. Department of Education to conduct a National Workplace Literacy Program, which will be one of only 39 in the nation in 1990.

The college will use the grant to help Collins & Aikman Corp. and Burlington Industries set up workplace literacy programs intended to improve the basic job skills of workers so that the workers can do their current jobs more competently, improve their potential for promotion and help them meet changing job requirements.

The in-plant literacy programs will be conducted specifically at C&A's Cavel Division plans in Person County and at Burlington Industries' Williamsburg Plant in Caswell County. PCC's service area includes both Person and Caswell counties.

The announcement of the Department of Education grant was made at PCC Friday during a luncheon for which 2nd District Congressman Tim Valentine was the featured speaker.

Rep. Valentine said that while illiteracy is a national problem, "We seem to have a special dose of it here in North Carolina."

The congressman suggested that some Third World countries have greater literacy rates than some segments of North Carolina.

"I think the best and greatest measurement of a civilization is to what extent it requires its citizens to read and write and understand their mother tongue," Valentine said."

He added, 'I, as a citizen of this state, would be willing to pay more taxes if we could put more money into education in North Carolina."

The grant to PCC is one of 39 totaling almost $11.9 million National Workplace Literacy awards made by the U.S. Department of Education for fiscal 1990.

The Workplace Literacy Program to be conducted by PCC at the C&A and BI plants has a budget of $455,718, the majority of which will be funded via the federal grant, which covers 18 months. The college and the industries will provide the $155,011 difference.

Debra Inman, who has headed PCC's literacy programs for the past seven years, will direct the Workplace Literacy Project.

Inman told the luncheon audience Friday that the program anticipates providing basic and technical literacy skills to more than 800 employees of the two industries, beginning with an audit at each industry to determine specific literacy skill needs workers need in connection with their jobs.

Project goals also call for upgrading at least 80 workers a minimum of three grade levels by Sept. 30, 1991 and having at least 35 plant workers complete requirements for the General Education Equivalency Diploma.

Robert Sills, plant manager at BI's Williamsburg Plant, praised PCC's earlier assistance to the company and was enthusiastic about the newest venture. To underscore the importance of literacy in a textile industry that is growing more technologically sophisticated, Sills noted that by the end of 1991, nearly 90 percent of the jobs in his plant will involve daily use of a computer.

The Workplace Literacy Program that PCC will develop for BI and C&A will involve instruction for workers on all three shifts and will involve computer-assisted instruction.

Lewis Morris, president of C&A's Cavel Division here, thanked PCC for the college's assistance to his company and also indicated C&A was looking forward to cooperation with the college in the new program.

C&A employs about 1,600 in Person County. The company's plants here manufacture upholstery fabrics for automobiles, trucks, aircraft and furniture.

Burlington Industries employs about 650 persons at its Williamsburg Plant, which makes the company the largest employer in Caswell County. The plant manufactures decorator fabrics for draperies, furniture and bedding.

See PCC back page

(Staff photo by Ken Martin)

As U.S. Rep. Tim Valentine looks on, Debra Inman, PCC literacy program director makes point about new Workplace Literacy Program announced by college here

PCC wins literacy grant

Continued from page 1

In addition to supporting the National Workplace Literacy Program, Rep. Valentine is a co-sponsor of the Adult Literacy and Employability Act of 1989. The measure calls for a joint presidential-congressional task force on illiteracy, as well as for an amendment to the Adult Education Act so as to increase and extend appropriations for adult education through 1995 and also for amending the Job Training Partnership Act to provide for workplace literacy programs.

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Appendix #4-C

Danville Register & Bee, Danville, VA May 5, 1990

PCC to boost textile plant worker literacy

By BONNIE FOUST
Staff Writer

ROXBORO, N.C. – Piedmont Community College has received $300,707 from the federal government to expand its workplace literacy program at two of the largest textile plants in Caswell and Person counties.

College officials announced the grant, awarded by the U.S. Department of Education, and the project, named "Lifelong Learning for Jobs," at a luncheon Friday. A short speech by U.S. Rep. Tim Valentine, D-N.C, was another feature of the event.

The gathering was held at the school's Person County campus; it also has a branch in Caswell.

PCC has on-site adult basic and general education development classes for the 1,600 employees at the Cavel Division of Collins & Aikman Corp's plant in Roxboro. Computerized reading classes are offered at Burlington Industries' Williamsburg Plant, the largest employer in Caswell with 650 workers.

But the grant plus $155,011 from other sources will allow the school to put computer labs, fulltime teachers, and on-site program coordinators at each plant, said Debra Inman, PCC director of adult literacy programs. Currently the on-site classes use part-time teachers and just one full-time teacher.

The program will provide three shifts of classes a week at each plant, with 10 students per class. Inman said the full program should be ready in August.

The grant is for 18 months. Inman hopes that in that time, the school will reach more than 800 employees who lack basic reading, writing and math skills and need to familiarize themselves with the computer technology coming to the textile industry.

Robert Sills, manager of the Williamsburg Plant, was enthusiastic about the computer part of program. He said by the end of 1991, 90 percent of the employees in textile plants will be working with computers.

"The textile industry is really changing," Sills said. "Yesterday it was manual labor; today it's new technology. Tomorrow it will be high-technology."

Inman said the program will tie academic skills to the jobs.

As far as money is concerned, Inman said she doesn't know what the school will do after the 18 months.

Students tend to learn more quickly with computers, she said. Burlington Industries will give employees 90 minutes off their jobs three times a week to take classes. The schedule for Collins & Aikman has not been worked out.

PCC's workplace literacy program was one of only 39 in nation to get a grant.

Program Exhibits

Limited space has been reserved for program exhibits. If your group is interested in sharing information about your program through an exhibit during the conference, please contact Tina Morris with the Office of Policy and Planning, N.C. Department of Administration, at (919) 733-4131, by July 10.

Lodging

Holiday Inn Four Seasons
3121 High Point Road
Greensboro, North Carolina 27407
Phone: (919) 292-9161
Toll free 1-800-242-6556

A limited number of rooms has been reserved at the Holiday Inn Four Seasons at a special conference room rate of $58 (plus 8 percent tax) for single or double. Identify yourself as attending the N.C. Literacy Partnerships Conference to receive this rate. **Rooms not reserved by June 27, 1990, will be released.**

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North Carolina Literacy Association
North Carolina Library Association
N.C. Center for Public Television
Literacy South

For additional information, contact Tina Morris with the Office of Policy and Planning, N.C. Department of Administration, at (919) 733-4131.

This conference is partially funded by the Library Services and Construction Act, Title III, administered by the Division of State Library, N.C. Department of Cultural Resources.

State of North Carolina, James G. Martin, Governor

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N.C. Literacy Partnerships Conference
Office of Policy and Planning
N.C. Department of Administration
116 West Jones Street
Raleigh, North Carolina 27603-8003

Ms. Debra Inman
Piedmont CC
P. O. Box 1197 -COURIER 02-32-10
Roxboro, NC 27573

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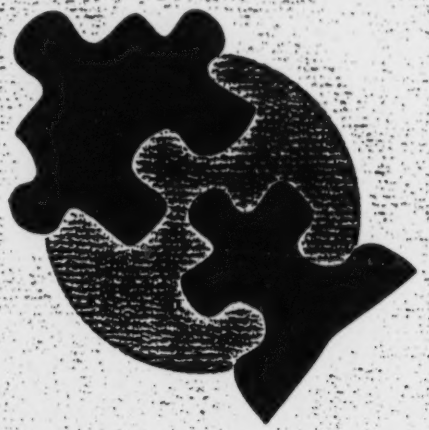
N.C. Literacy Partnerships Conference
July 27-28, 1990



Putting the
PiECeS
Together

Appendix #4-D-2

Putting the Pieces Together
North Carolina Literacy Partnerships Conference
July 27-28, 1990
Holiday Inn Four Seasons
Greensboro, North Caroline

Agenda

Friday, July 27, 1990

10:00 a.m. - 5:00 p.m.	Registration
10:00 a.m. - 6:00 p.m.	Exhibits
1:00 p.m. - 3:00 p.m.	Opening Session Keynote Address: Governor James G. Martin
3:00 p.m. - 3:30 p.m.	Coffee Break
3:30 p.m. - 5:00 p.m.	Showcase of Programs
6:30 p.m. - 8:00 p.m.	Banquet Speaker: Ricki Wertz National Outreach Director Project Literacy U.S.

Saturday, July 28, 1990

8:00 a.m. - 9:00 a.m.	Registration
8:00 a.m. - 3:00 p.m.	Exhibits
9:00 a.m. - 10:30 a.m.	Concurrent Workshops
10:30 a.m. - 11:00 a.m.	Coffee Break
11:00 a.m. - 12:30 p.m.	Concurrent Workshops
12:45 p.m. - 2:30 p.m.	Luncheon Adult student speakers

Conference Purpose

The main purpose of this literacy conference will be to emphasize the importance of partnerships in literacy: to showcase exemplary literacy efforts which involve the participation and cooperation of several groups. Participants will leave the conference armed with a greater understanding of the literacy issue in our state and with ideas to address the problem.

Showcase of Literacy Partnerships

This general session will feature a video presentation of three exemplary literacy partnerships. These cooperative efforts, which involve the community colleges, volunteer groups and libraries, are designed to facilitate the effective delivery of literacy services in their areas. The video will be followed by a panel discussion involving representatives of the partnerships featured.

Workshops

Funding Literacy Programs: The different sources of funding available for literacy programs will be highlighted. The discussion will cover how specific programs and funding sources have worked together to approach the funding issue.

Workplace Literacy: The issue of literacy education in the workplace will be the focus. Presenters, who will include both providers and employers, will discuss the effectiveness of partnerships in the delivery of basic skills training in the workplace.

Family Literacy: Programs designed to address the literacy needs of families in order to break the cycle of intergenerational illiteracy will be the focus. Featured programs will emphasize the use of partnerships to address parents' literacy needs while cultivating their children's enthusiasm for learning.

Literacy and Employment Training: The Job Training and Partnership Act (JTPA) program and its literacy components will be highlighted. Special emphasis will be given to the needs of the clients and how local programs have used partnerships to address these needs.

The Adult Learner as a Partner: Attention will be focused on how to involve students in creating meaningful curriculum materials for teaching basic literacy skills. Students and their instructor also will talk about their experiences using students' writing for instruction.

Building Partnerships: The factors involved in building a cooperative literacy effort will be addressed. In particular, featured programs will focus on how to increase public awareness and resources through partnerships.

Libraries and Literacy: The relationship between libraries and literacy programs will be the focus. In particular, attention will be given to partnerships: their origin and current operation, as well as the involvement of other organizations.

Literacy and the Prison Population: Approximately 80 percent of the North Carolina prison population has a reading level of sixth grade or below. Each month, 2,500 inmates participate in basic skill training programs in correctional institutions. The literacy skill needs of this population and how various partnerships have addressed these needs will be examined.

Literacy and Welfare Reform: The Job Opportunities and Basic Skills (JOBS) program and its literacy components will be highlighted. Special emphasis will be given to the literacy needs of the client population and how local programs plan to address these needs.

Literacy and the Non-English-Speaking Population: Nearly 10,000 North Carolinians age 18 and over do not speak English well or do not speak it at all. Many do not speak English as their primary language; in addition, some are not literate in their native language. The literacy needs of this population and how various partnerships have worked to address these needs will be featured.

Registration

Pre-registration fee is $40 per person. **Pre-registration must be postmarked by July 10, 1990.** After this date, registration will be $60, subject to space availability. On-site registration will be accepted, also subject to space availability.

Registration includes banquet, luncheon and conference materials and activities. Registration does not include lodging. Conference participants are responsible for their own lodging arrangements.

Refund of the registration fee is not possible; however, substitutes will be accepted.

The North Carolina Community College
Adult Educators Association
VOLUME XII, NUMBER 2 FALL 1990

Message from Your President

Dear Fellow Continuing Education Adult Educators:

Many exciting things have happened, and are continuing to happen, in and through Continuing Education in each of the community colleges in North Carolina. New challenges and opportunities have caused us to look at the different ways we do things and have prompted many of us to seek ways in which we can serve our constituency in the most efficient and cost effective ways possible.

Many issues have been considered and studied by the association's Issues Committee and information has been provided to several members of the state staff, upon their request, as to ways that many problems can be resolved and ways in which we can do our jobs in a more productive and efficient manner. Other issues, as they arise, should be referred to any member of the Issues Committee, which is composed of Ken Boham, Joe Tolson, Jim Chavis, Louise Fann, Lamar Womack, Calvin Dull, David Creech, Greg Smith, or myself. Only if your concerns and problems are known, can they be dealt with. Please do not hesitate to voice your concerns, or to make recommendations or suggestions as to how the processes that affect our programs can be improved.

Hans Aubuchon and the Theme and Workshop Committee has planned an excellent program for the Fall Conference, scheduled for October 31 - November 2, at the Radisson Hotel in Asheville. Please plan to attend your Fall Conference and take advantage of the many Continuing Education opportunities that await you through dozens of workshops that have been planned with you in mind.

If you have not yet paid membership dues for 1990-91, please do so, along with your registration form for the conference. If you do not plan to attend the Fall Conference, however, you should still submit your registration or membership form to Marie Barnes, Treasurer of the association, at Wayne Community College. For the nominal fee of $10.00, you can be a member of the most active and vibrant Continuing Education association in North Carolina and will receive information, as it is available, that will assist you in being a more competent and capable adult and Continuing Education educator.

It is my privilege and pleasure to serve as your President for 1990-91 and if there is anything that I can do to assist you in any way, please do not hesitate to let me know.

Cordially yours, Hubert F. Bullard, Jr., FTCC

PCC Receives Federal Workplace Literacy Grant

Workplace literacy staff at Piedmont Community College participated in orientation and training during July and August, 1990. Pictured left to right: Brenda Clayton, instructor for Collins & Aikman; David Bess, site coordinator for Burlington Industries; and Queen Williamson, instructor for Burlington Industries. (See Article Insert Pg. 4)

Asheville, NC

Fall Conference Highlights

October 31, November 1 and 2, 1990

The Asheville Radisson Inn on the Plaza is the perfect setting for Hans Aubuchon and his Theme and Workshop Committee to stage a Halloween Gala! They have their costumes, the Black and Blue Band, and a lot of guest speakers and surprises. Go to the attic and get out those old masks and let's really scare those mountain folk. Hubert is coming as King Tut and Louise favors Cleopatra. It's worth a trip west just to see them!

(Editors Note - Please notice our new logo look. Bill Hahn, Media Coordinator at Rowan-Cabarrus CC is our contest winner. Thanks, Bill. Thanks to Dorinda Gilliam, GTCC, for contest coordination.)

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(Cont. from Pg. 1)

PCC Receives Workplace Literacy Grant

The Adult Literacy Program of Piedmont Community College is one of 39 in the nation to have received a workplace literacy grant from the US Department of Education. A partnership with two textile manufacturing plants, Burlington Industries Williamsburg Plant in Caswell County, and Collins & Aikman in Person County, forms the project's foundation. With a timeline of April 1990-September 1991, and a budget of $455,000, the project will: assess basic and technical literacy skills required for specific jobs, provide a program of study for employees who want to enhance those basic skills for jobs and/or obtain a GED certificate.

As of September 18, the Adult Literacy Program had employed five full-time project staff with one position yet to fill. Orientation and training was completed in August and job analysis of specific jobs began in September at both industries. Classes are scheduled to begin October 1, at Collins & Aikman. Burlington Industries will be expanding its course content from reading enrichment to technical literacy for jobs by November 1.

Both industries are offering classes on site during shift time at the employees' hourly rate of pay. Employees attend the computer assisted learning labs three hours per week. At Burlington Industries, this includes supervisors who wish to take advantage of the skills lab. Their program is called Management Development Training and provides basic skills enhancement training.

Debra Inman, PCC

Central Carolina Aids Nurses Aides

CCCC — Lee County had a class of 15 students at Lee County Convalescent Care. These were employees who came to class from split work shifts. All 15 needed to pass the Nurses' Aide Certification Test, but were tested and found their literacy rate was too low.

CCCC — Lee County is happy to report that 11 of the students met this goal, and the 4 remaining are continuing to come to class along with several new students.

Ruth McNeill - CCCC

Morehead City Workers Get GED

Carteret Community College student, Dewight Lucas, employed with the Town of Morehead City received his General Educational Development, (GED) June 28, 1990 after participating in a workplace literacy class with the Town of Morehead City.

Mr. Lucas, the city's cemetery and grounds supervisor, received his certificate during a city council meeting in the municipal building. Sherry Wells, Basic Skills Recruiter, Carteret Community College, gave Mr. Lucas the certificate.

The work place literacy class allows city workers to study for their GED's and/or Adult Basic Education, (ABE) on their lunch hours, at their job sites. In return, the city allows an additional hour of instruction to be donated by the city. If the employee gives his/her lunch hour, the city will also match one hour.

Mr. Lucas was the first city employee to receive his GED through the program. Mr. Lucas thanked the City Manager David Walker and city council for allowing city employees to participate in the workplace literacy programs.

Shipboard Firefighting Program To Be Offered

The Division of Continuing Education at Carteret Community College, Morehead City, is currently finalizing plans to develop a shipboard firefighting program that will meet new US Coast Guard regulations. Individuals who are seeking a Captain's license or upgrading a current license must complete a basic and advanced firefighting course that is approved by the Coast Guard. Training includes both classroom instruction and actual firefighting practice on a simulated ship.

The facility, called the Maritime Center, will be the only one of its kind on the East Coast that is operated by a community college. Universities such as Duke and NC State have expressed interest in establishing research facilities at the Center. Research projects such as chemical fire suppression techniques, design of new firefighting equipment, patient transportation, and search and rescue methods using satellite reconnaissance are just a few of the ideas being generated.

Initially, the Maritime Center will concentrate on providing the Basic and Advanced Shipboard Firefighting courses, Water Rescue Courses, hazardous materials training, and specialized emergency medical treatment training for water emergencies.

Other organizations that are in support of the Center other than those already mentioned include East Carolina University, Sea Level Hospital, North Carolina Marine Crescent, and Florida's Tactical Underwater Team.

John M. Smith, CCC

New Director Joins Carteret Community College

Carteret Community College has named Mr. Chet Jarman as the new Director of Continuing Education. Chet came on board February 1, 1990. He joins the college from Florida Power Corporation, St. Petersburg, Florida, where he served as a management consultant for eight years. Prior to that, Chet served in a variety of positions with the University of South Florida in Tampa; Sampson Community College in Clinton; and Lenoir Community College in Kinston.

A native of Kinston, Chet says that he is delighted to return to North Carolina and the academic environment. His bachelor's degree was earned at Lee College, Cleveland, Tennessee, and his master's degree from East Carolina University, Greenville, North Carolina.

The Continuing Education staff at Carteret is looking forward to setting sail to new horizons under Chet's leadership!!!

Appendix #4-F-1

Virginia Cavs finally break long-time Clemson jinx/1C

Ex-champs roughed up in U.S. Open semis/1C

Danville Register & Bee

Sunday, September 9, 1990 Danville, Va.

Literacy push grows

1.30

By KEVIN T. WIATROWSKI
Staff Writer

As illiteracy and reading difficulties gain a large share of public attention, businesses and government have opened the floodgates on literacy programs.

Volunteer-driven programs in Virginia and North Carolina aim to improve workers' reading skills, so businesses can stay competitive in a world where Japanese and German workers have begun outpacing them.

Textile company workers in this area feel the pinch as computers spread deeper into production. As a result, jobs that once required little or no reading ability now call upon people to read printouts and enter commands for computer-driven machinery.

Beating technophobia

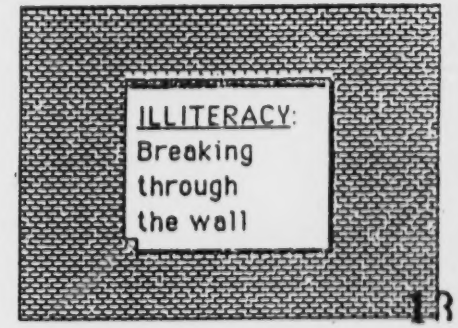
Caswell County's Burlington Industries plant already runs programs to help employees better their skills.

"Most of our employees have seen changes in technology in the last few years," said Burlington plant manager Robert Sills. "They see this as an opportunity for them to improve their learning skills that will benefit them on the job later."

For many workers at Burlington, technophobia causes the most stumbling blocks. But it remains a fear best conquered gradually.

"Once they try a little, they really enjoy it. They see it as the edge of technology," says Marylin Pergerson, director of Piedmont Community College Center for Advancing Technology.

Pergerson's assistant Louise Benda agrees.



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Second of Three Parts

See LITERACY, Page 2A

Appendix #4-F-2

Literacy

Continued from Page 1A

"It's a big point for them to think they're learning computer," she said.

"You gain self-esteem when you feel you've mastered one computer," she continued. "You can take that and master another computer. The importance is that they're at ease with this technology ... Their initial fear is that they're going to break the computer."

College helps business

Piedmont Community College provides teachers and staff for Burlington's literacy effort through a $300,000 grant. The college and business split the cost of nine computers, while Burlington gives students and teachers work space.

About 450 of 575 workers at the plant have signed up for the literacy program — known as "reading enrichment" by those involved.

Teachers have only 70 slots open in seven classes, so supervisors pick and choose the people who attend classes. They consider seniority and shift in the formula for who's first.

Every worker who benefits from the program takes a chip out of Burlington's finances, because the company gives the student three hours of paid leave each week for classtime.

That can add up to $100,000 a year in wages given for reading, Sills said.

Computers prove big aid to teacher

By KEVIN T. WIATROWSKI
Staff Writer

In the battle against illiteracy, teachers have enlisted an electronic ally in Apple computers.

Caswell County, N.C., teachers with the reading program rely on Apple computers and programs to encourage their students to read.

Piedmont Community College uses Apple IIe and IIgs to teach workers at Burlington Industries and elsewhere about language.

Such games as Word Attack present players with a pyramid of words they might encounter in their jobs — like "payroll," "supervisor" and "check stub."

When a definition appears at the bottom of the screen, a student uses the computer's mouse attachment to choose the matching word. Players must complete one level before they can move to the next.

Word Attack's flexibility is its greatest feature, said Louise Bendall, assistant director of PCC's Center for Advancing Technology. The game's vocabulary list can be changed for different workers in different jobs.

Other software, such as Project Star and Skills Bank, develop basic skills that often grow rusty from lack of use.

"Project Star is really for people working on the lower grade skills," Bendall said. It stresses math and reading.

Skills Bank, on the other hand, is geared toward higher learning levels found in high school. It concentrates on sharpening math and grammar abilities.

Project Ready is yet another software package at PCC. Developed by Central Piedmont Community College, the program aims to teach people reading competency on a 5th- through 9th-grade level.

Literacy students also have a word processing program at their disposal. Bendall and the center's director, Marylin Pergerson, hope the program will help people enjoy learning by letting them write their own stories.

Despite the abundance of software available, it doesn't come cheap.

The 40-disk Skills Bank package comes in at $1,500. Its counterpart Project Star rakes in $2,500 for its set of software. Bendall pointed out, though, that a large part of Project Star's cost is its speech synthesizer that allows the computer to "talk" with students.

Tailored to jobs

But the program does more than simply review workers' basic knowledge. Site coordinator David Bess watches students at work and tailors learning to help them do their jobs more effectively.

Many of the computer programs designed to teach reading can be revised to fit individual learners, Bendall said.

For example, "Word Attack" — an program intended to improve vocabulary — asks students to match words they encounter on the job with their definitions. Players can finish the game only by peeling away layers of words.

Sill stresses that poor readers are not the only people enrolling in classes. Management people have started signing up to improve their own reading skills.

But in a company with little turnover and promotions based on seniority, the possibility looms large that most Burlington workers need the reading pro-

Director Paula Gibson. "Basically, it's how they fill out the application."

"We generally don't hire outside. We promote from within," she added.

Such a system provides for the chance that poor readers will advance to supervising jobs, if they stay around long enough.

"Fifty-five to 60 percent of our workers have high school diplomas," Gibson says. The rest are dropouts without diplomas, she said.

not necessarily helping them high school diplomas.

"We have some highly skil workers. And we'd like to them increase their skills, they can keep their jobs," said.

Monday: Dan River Inc. launched its own reading program for basically the same reason as Burlington: Workers need to improve their skills to keep company on track in the future. And Pittsylvania County's Family Literacy Progam — based the county library in Chatham mixes high-tech with hands-on give its customers literacy training.

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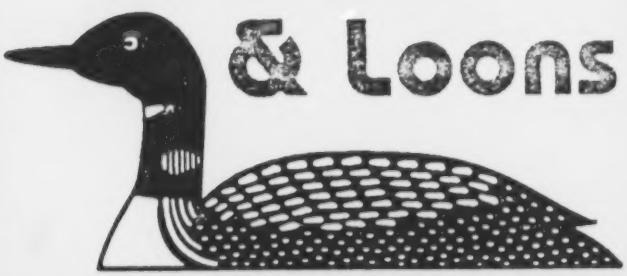


OCTOBER 14-17, 1990
MINNEAPOLIS • MINNESOTA

The event of the year for

Schedule

Sunday, October 14

12-7 pm Registration in the Prefunction Area

Pre Conference Workshops

2-4:30 pm Action Leadership: A New Vision
Bob Terry, Minnesota Room

2-4:30 pm Diversity Training for You and Your Institution
Milton and Janet Bennett, New Sweden Room

Tours

12:30-5:30 pm Excursion to Stillwater.

8 am-5 pm Fishing at Mille Lacs Lake.

NCCSCE Welcome Reception

4:30-7 pm Sponsor: SETS (Synergistic Educational Technology Systems)
Enjoy meeting other conference attendees in this informal setting. Light refreshments, cash bar. Suite 424

Monday, October 15

7:30 am -3 pm Registration in the Prefunction Area

8:30 am Get-Acquainted Breakfast (for guests of Conference Registrants), Suite 408

Opening Session

9 am Learn, Laugh, and Live Longer
Bill Stewart, Scandinavian Ballroom

Workshops

11 am

1. Those Who Laugh . . . Last
Karen Kaiser Clark
Scandinavian Ballroom East
2. Special Delivery: Innovative Delivery Systems for Adult Learners.
Jeanne Bonner & Joseph F. Testa
Suite 424
3. College For Kids
Melanie Smith, Oslo Room
4. Programming For Older Adults: Seven Successful Strategies
Susan Gleason, Stockholm Room
5. Workplace Literacy: A Partnership That Works
Jim Owen & Debra Inman
Scandinavian Ballroom West
6. Comprehensive Training for Business and Industry
Joyce Morgan, Minneapolis Room
7. How Continuing Education Can Play A Role in the Economic Development of a Country
Robert Peterson, Copenhagen Room
8. Conflicting Concepts of Community College: Their Impact On Community Service and Continuing Education
Darrell Clowes & John Cavan, Suite 408
9. IPSO FACTO Evaluation: Wisdom for Community College Stakeholders
Peggy Quinney, Paula A. Brook, Lucy Rachynski, New Sweden East
10. Creating Our Future
Glen Van Ekeren, New Sweden West
11. Developing Intercultural Sensitivity
Milton J. Bennett, Minnesota Room

NOON Lunch — On Your Own

Workshops

1:30 pm

1. Fodder for the Feast of Fools: A President's View of Celebration, Tomfoolery and the Creative Campus
Steve Mittelstet, New Sweden Room
2. Becoming A Full Fledged Eagle (Your Self-Esteem and Its Impact on Your Personal and Professional Life)
Mary Bruning & Jim Lightbody
Minneapolis Room
3. Managing Diversity: Resources for Change
Jo-Ann Terry, Oslo Room
4. Them and Us: Building A Climate for Trust
Ellen Kelley, Copenhagen Room
5. Building A Statewide Alliance (Panel)
Holly Cook, H. Andrews, S. Behrend, R. Griffith, D. Purcell, M. Zibbel, K. DuBois
Stockholm Room
6. Second Wind—A Program for Returning Students
Sandy Kasma & Kurt Oelschlager
Suite 424
7. The Campus Connection: The Community College Goes to the Workplace
Mary Ann Hyland-Murr, Suite 426
8. Leadership Characteristics of Minnesota Community Education Leaders
Mary Lou Gorski, Suite 408
9. Brochure-Mania
JoAnn Rice, Minnesota Room
10. Rural Economic Development Success
P. Anderson, R. Hughes, K. Walstad-Plume, K. Nagle, A. Rasmussen
Scandinavian Ballroom East

Regional Meetings

2:45 pm
Region I, Suite 426
Region II, Suite 424
Region III, Suite 408
Region IV, Minneapolis Room
Region V, Minnesota Room
Region VI, Stockholm Room
Region VII, Oslo Room
Region VIII, New Sweden East
Region IX, New Sweden West
Region X, Copenhagen Room

Office of
Employee Development
Brokering Workforce Education

Carolyn W. Crowder
Director

Franklin Isle of Wight Southampton Suffolk

November 16, 1990

Ms. Debra Inman
Director, Adult Literacy Programs
Piedmont Community College
P.O. Box 1197
Roxboro, NC 27573

Dear Debra:

Again, I want to express my sincere thanks for giving me the "grand tour" on Tuesday. The information you shared will be most helpful to me as I meet with business and industry in this area to discuss workplace education programs. In fact, I prepared a packet of information for an industry visit this morning and used a number of your suggestions as to what to include.

I told a group yesterday that you could have written the books and conducted our Employee Development Directors training sessions. It was like seeing our textbook in action as you went through the steps you follow in setting up a program. I reviewed my notes from the training sessions last night and they meant so much more to me after talking with you and visiting the workplace sites. Please convey my thanks to the site coordinators, instructors, and the industries for allowing me to visit.

It was good to have the opportunity to meet you and to hear first hand about your programs. I can certainly understand why I have heard so much about the work that you do.

Sincerely

Carolyn

Carolyn W. Crowder

Please excuse the mismatched stationery and envelopes--my supply has not yet come from the printer!

Paul D. Camp Community College
100 N. College Drive
Franklin, Virginia 23851
(804) 562-2171 FAX 562-7430

EEO/AA V/TDD

national council on community services & continuing education

President
Conrad Dejardin
Iowa Valley Community College District
Marshalltown, Iowa

First Vice President
Nancy Kothenbeutel
Eastern Iowa Community College District
Davenport, Iowa

Second Vice President
Betsy Dubose
Pensacola Junior College
Pensacola, Florida

Secretary
David Wells
Tarrant County Junior College
Ft. Worth, Texas

Treasurer
Noreen Thomas
Schoolcraft College
Livonia, Michigan

Past President
Thomas K. Thomas
Illinois Central College
East Peoria, Illinois

January 10, 1991

Debra Inman, Director
Adult Literacy Program
P.O. Box 1197
Piedmont Community College
Roxboro, North Carolina 27573

Dear Debra:

As a presenter at the NCCSCE 1990 National Conference, I would like to invite you to submit a manuscript on Workplace Literacy: A Partnership That Works to the Catalyst for possible publication. Because the Catalyst is a refereed journal, the manuscript will be sent to editorial review as a matter of procedure. Please don't let this process discourage you. I'm sure our readers will find your manuscript informative.

When sending your manuscript, please send it to

Darrel A. Clowes, Editor
Community Services CATALYST
318 War Memorial Hall
College of Education
Virginia Polytechnic Institute and
State University
Blacksburg, VA 24061-1013

I trust you will enjoy the coming holidays. I am looking forward to hearing from you.

Sincerely,

Darrel A. Clowes
Editor

Gary L. Seevers, Jr.
Editorial Assistant

Appendix #4-J

Danville Register & Bee, Danville, VA January 23, 1991

College trying to dull sting of budget cuts

By KEVIN T. WIATROWSKI
Staff Writer

YANCEYVILLE, N.C. — North Carolina's economic woes could soon threaten the services of Piedmont Community College.

President James Owen said that the Roxboro-based school must return 1.6 percent of its budget — about $65,000 of $3.7 million — to the state treasury, along with some other unsued monies.

This order follows an earlier cutting session that called for 3 percent of all community college budgets across the state.

"Now, what we're being asked to do in January 1991 is to identify all of our capital and equipment funds that are unexpended during this year," Owen said.

State officials will likely declare that money — $35,000 to $40,000 — off-limits to the college, so Gov. Jim Martin can use the funds to fill budgetary pitfalls, Owen added.

PCC receives about $135,000 each year from the state for capital improvements and equipment.

"We identified resources in areas where it would have the least effect on day-to-day operations," said Jackson Elliot, administrator for the Caswell County campus.

Those charged with finding places to cut must work within a narrow financial window. Salaries — which are set by contract — account from about 85-90 percent of the college's budget. Therefore budgeteers have only 10-15 percent to work with.

Cuts will likely put big dents in workers' supplies and travel funding, which have dropped 40 percent. But for Elliott, those sacrifices were the best way to comply with state orders.

"The other option was to cut people," he said.

Owen said his school will work to insulate classrooms as much as possible from cuts and the state hiring freeze.

"We are putting the top emphasis on our instructional program," he said. "... If there is going to be any effect, it would not be felt in the classroom. We are going to continue to meet the needs of the classes we already have and the ones we have planned for the future."

Despite the cuts in other areas, PCC's two star literacy projects will escape the budget ax.

Workplace Literacy and the Kenan-Apple Family Literacy program, because they receive no state money.

Workplace Literacy — now running at Burlington Industries plant in Alamance Co. — operates from a $300,000 federal grant. The program updates workers' abilities so they can handle machinery in the increasingly computerized textile business.

The family literacy program, centered at Sweet Gum Elementary School, gets funding from the Chapel Hill-based Kenan Foundation and the National Center for Family Literacy in Louisville, Ky.

Literacy programs account of nine of PCC full-time workers. Due to Martin's recently announced state hiring freeze, the college cannot add more full-time staff.

However, Literacy Director Debra Inman said Monday the program can function with part-time workers, which Martin's order does not cover.

Elliott said the college has gone ahead with its plans for the upcoming Spring quarter, though administrators have had few assurances from Raleigh about future funding. The state legislature convenes Jan. 30.

The hiring freeze could affect course offerings if it is not soon lifted, Owen said.

"If we have a continual enrollment growth, we will not be able to start a large number of additional classes to accommodate that. So far as creating some new (courses), we will be limited there."

If classes must be cancelled, administrators will make those decisions when they hear more from legislators, Elliott said.

"You can't hold back on the schedule waiting for the state to say something," he added.

Ironically, Owen said, public demand for his college's services rises as the recession leaves some people jobless and forces others to re-tune their abilities lest they lose their jobs.

"People are coming back to change direction," said Owen. "They're coming back to expand their skills. They're coming back to be more marketable."

So PCC finds itself in a conundrum: Demand rises as money for programs disappears.

"That has been the case throughout the history of the North Carolina system," Owen said. "It's something you work with. (You) do your best during the good times so you can have the support to carry you through the rough times."

The double bind worries administrators at PCC, because the college has grown substantially over the years.

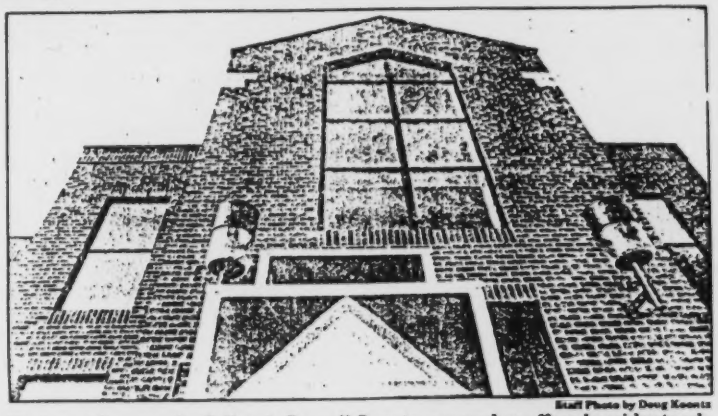
Since 1985, when PCC opened its Yanceyville campus, the college has moved improved the quality of education it offers Caswell residents. Changes include an academic building, which was built in 1988.

Owen said enrollment figures for the Fall 1990 quarter rose nine percent over the previous year. Winter quarter grew by 15 percent, and Owen predicted a 5-10 percent rise for the spring term.

The 347 Caswell residents now taking classes from PCC account for almost 40 percent of its total enrollment, Elliot added.

PCC's offerings include campus-based coures in English, business and computer, as well as other literacy programs.

The college also has a dual enrollment plan with Bartlett Yancey High School that allows seniors to take and get credit for college courses before they graduate.



Staff Photo by Doug Koontz

Piedmont Community College's Caswell County campus has offered residents educational opportunities since 1985. In 1988, the college built an academic building to house its Caswell program, which now comprises almost 40 percent of PCC's operations.

Lever

BEST COPY AVAILABLE

PCC

Piedmont Community College

May 10, 1991

Mrs. Myrna Davis
WGHP-TV
HP-8
High Point, NC 27261

Dear Mrs. Davis:

Again Piedmont Community College is grateful for your interest in our Adult Literacy Program and its students. However, we are disturbed about our adult learners being featured on TV-8's news telecast Tuesday, May 7, and no recognition being given to the sponsors of her class: Piedmont Community College and Burlington Industries. Had these partners not provided a class for her at her worksite, she would not have been that "adult learner" you featured.

We look forward to your telecast of our adult learner at Sweet Gum Elementary School's Family Literacy Program in Caswell County. When that segment is broadcast, we sincerely trust that the service providers will be recognized: Piedmont Community College and Caswell County Schools.

Since there are 58 community colleges in North Carolina who provide these same programs, perhaps it would be more appropriate to refer potential adult learners to their local community college or have them to call the State Department of Community Colleges at (919) 733-4791 for the number of their local community college.

Enclosed are copies of the photographs I took during your filming at Sweet Gum Elementary School and Burlington Industries Williamsburg Plant. These are a token of thanks to you. Hope you and your camera crew enjoy them!

Person County Campus
Post Office Box 1197
1715 College Drive
Roxboro, North Carolina 27573
(919) 599-1181
Fax (919) 597-3817

AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION COLLEGE

Caswell County Campus
Post Office Drawer T
Community College Drive
Yanceyville, North Carolina 27379
(919) 694-5707

Let us know when the Family Literacy program at Sweet Gum Elementary will be televised. We look forward to your return for a segment on workplace literacy.

Sincerely,

Debra B. Inman
Director, Adult Literacy Program

Enclosure

cc : Dr. Owen
Jackson Elliott
TV-8 General Manager
Louise Bendall
Kay Winslow

DBI/lbm

PCC

Piedmont Community College

May 13, 1991

Mr. Eddie Yandle
P.O. Box 191
Raleigh, NC 27602

Dear Mr. Yandle:

Thank you for your interest in our workplace literacy projects at Collins & Aikman in Roxboro and Burlington Industries Williamsburg Plant in Caswell County. We would be delighted to have you visit these programs for a news feature in the Raleigh News & Observer.

Enclosed is the information I had promised regarding our program: Fact Sheet, Abstract of Grant, and sample of news releases.

We look forward to your coverage of our programs. Call on me if I can be of further assistance.

Sincerely,

Debra B. Inman
Director
Adult Literacy Program

DBI:sg

Enclosures

cc: Dr. James Owen
Jackson Elliott
Kay Winslow
Robert Campbell, Collins & Aikman
Patty Gibson, Burlington Industries

Person County Campus
Post Office Box 1197
1715 College Drive
Roxboro, North Carolina 27573
(919) 599-1181
Fax (919) 597-3817

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Caswell County Campus
Post Office Drawer T
Community College Drive
Yanceyville, North Carolina 27379
(919) 694-5707

TIMES-NEWS, Burlington, North Carolina

Thursday, September 5, 1991

Workplace education on increase

By PAUL NOWELL
The Associated Press

MATKINS — Married at 17, Barbara Gooch quit high school and went to work at Burlington Industries. Twenty-four years later, she's getting her diploma on company time.

"It's something I've always wanted to do," said Gooch, a cloth inspector at Burlington's textile mill in rural Caswell County. "When this opportunity came up, I grabbed it."

The opportunity was a workplace literacy program, first offered last year by the company with cooperation from nearby Piedmont Community College. The company anticipated an enrollment of about 100 workers.

FOURTH OF FOUR PARTS

"Out of 565 employees, we had 400 volunteer for the course," plant manager Bob Sills said.

Workplace literacy programs are becoming more common in North Carolina, which has more textile workers than any state in the nation. In recent years, furniture, textile and other manufacturing industries have decided it's important to improve their worker's basic skills.

At Burlington's Williamsburg plant, massive looms produce millions of yards of fabrics for draperies, upholstery and mattress ticking each year. In recent years, they've been hooked to computers.

That's changed the way some employees do their jobs.

In the literacy program, the worker-students become familiar with computers while they improve their reading, writing and math skills.

"The computers help me to be more aware of what's going on," said Belva Whitt, a weaver for 19 years at the plant. Whitt is preparing for her high school equivalency exam later this month. "I don't need a supervisor to be watching over us. It helps quality and efficiency."

In the competitive business of textiles, technology is the only way U.S. mills can compete globally, Sills said.

"We're in business to produce fabrics to make money, not to educate people," he said. "With the sophisticated computer system we have in this plant, we need to improve our skills if we want to be competitive 10 years from now."

Please see WORKPLACE / A2

Workplace

Continued from A1

The Reading Enrichment Lab offers help to all employees, not just the stereotypical mill worker who managed to get by as a functional illiterate. Workers like Gooch use it to finish their education, while others see it as a way to move up in the company.

Employees earn regular wages while attending the lab, offered in one-hour segments three times a week. Class size is limited to 10 students.

Instructor Queen Williamson comes to the plant from Piedmont Community's Yanceyville campus.

"Some of my students are very apprehensive and nervous on the first day," she said. "But when they realize that no one is going to stare at them and say: 'He doesn't know how to read,' they relax."

She said she was awed by the workers' ability to get by with limited reading skills. One worker who fixes looms bluffed his way by asking each weaver what was wrong with the machine. Had he been able to read, he could have punched up a trouble report on a nearby computer.

He's now taking the course and coming along well, Williamson said.

To Burlington, the course is money well invested. They know the size of the labor pool is shrinking. Experts say the state's 18 to 34 age group will decline by 140,000 by the turn of the century.

"The key point to all of this is that 70 percent of our work force in the year 2000 is already on the job," Sills said. "We've got to deal with preparing them for the technical needs."

Gooch agreed.

"They're getting smarter people by doing this," she said. "Anytime you can improve your people you're better all around."

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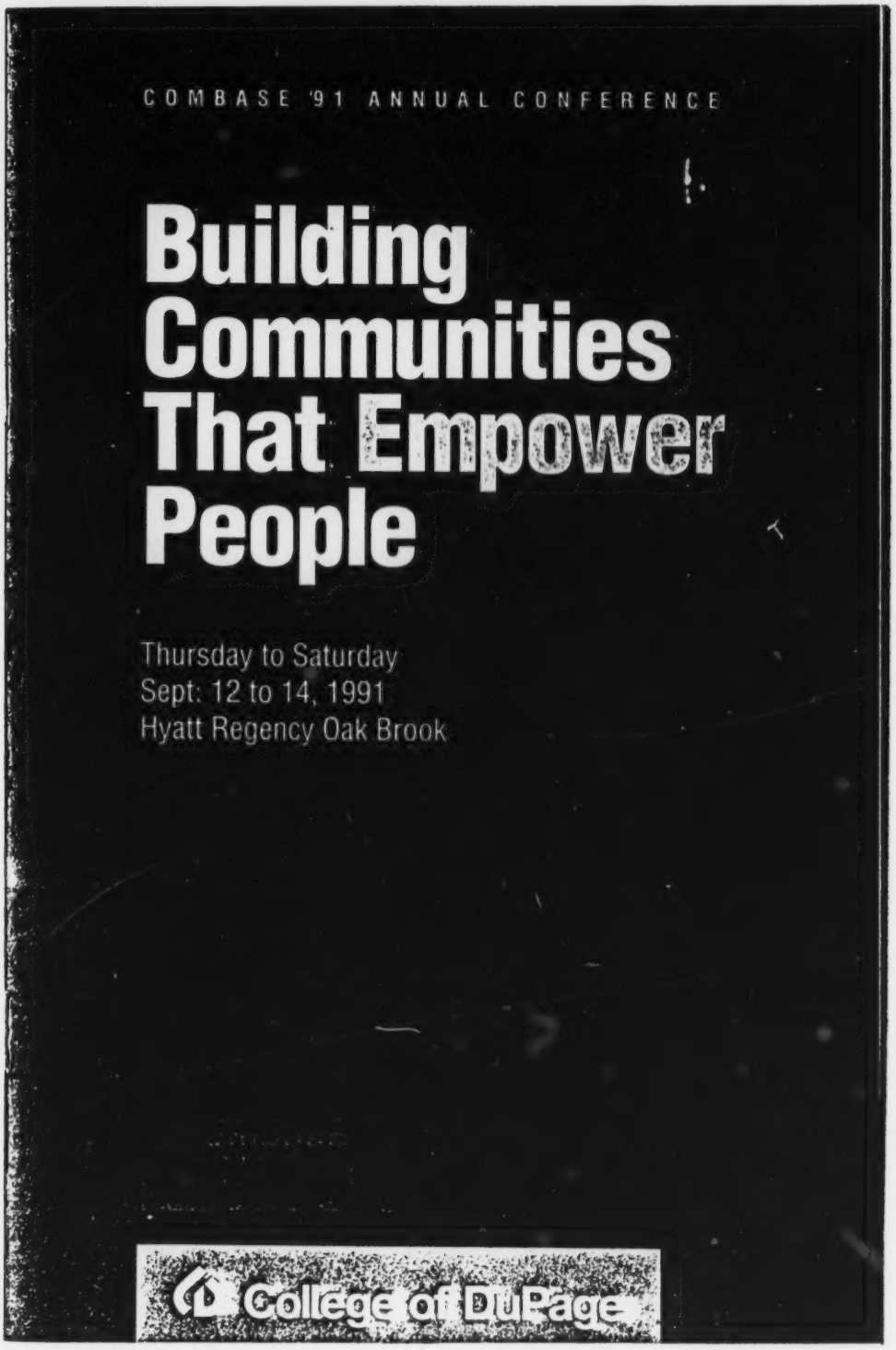
COMBASE '91 ANNUAL CONFERENCE
Building Communities That Empower People
Thursday to Saturday
Sept: 12 to 14, 1991
Hyatt Regency Oak Brook
College of DuPage

Saturday, Sept. 14

8 to 9:30 a.m.
Breakfast Meeting
for COMBASE Presidents
Cermak Room

9 to 9:30 a.m.
Breakfast Buffet
for COMBASE Participants
Regency Foyer

9:30 to 10:30 a.m.
College Showcases in
Concurrent Sessions

Session 1
Owning the Vision: A Strategic Process for Addressing the Future
Regency A
This program involves faculty, staff and administrators in strategic planning and vision setting for an organization.
Presenter: Gene Hallongren
College of DuPage, IL

Session 2
Information Empowers!
Regency B
This program describes a computerized "advising system" which provides students with data about their academic progress and identifies courses that will transfer, given the student's choice of institution and major.
Presenter: Richard H. Wedemeyer
Glen Oaks Community College, MI

Session 3
Targeted Learning Center
Regency C
This program works with adults who need help with basic skills. Reading, writing, math, English and keyboarding are some of the academic areas that are taught.
Presenters: Connie McFarland and Mildred Sandwick
Clackamas Community College, OR

10:30 to 10:45 a.m.
Refreshment Break
Regency Foyer
Set up equipmt.

10:45 to 11:45 a.m.
College Showcases in
Concurrent Sessions

Session 1 ✳
Workplace Literacy: A Partnership That Works
Regency A
This program focuses on effective workplace literacy partnerships. A slide-tape presentation will document the partnerships between Piedmont Community College and two industries.
Presenters: H. James Owen and Debra Inman
Piedmont Community College, NC

Session 2
Bridging the Generations: From Lollipops to Grandpops
Regency B
This program highlights successful programs and services that empower age groups not traditionally served.
Presenters: Sharon Bradwish-Miller, Patricia Caldwell and Marget Hamilton
College of DuPage, IL

COLLEGE OF DUPAGE

Carol J. Viola, Ed.D.
Provost, Open Campus

22nd Street and Lambert Road
Glen Ellyn, Illinois 60137-6599

708 858-2800
FAX 708 790-1197

September 20, 1991

H. James Owen
President
Piedmont Community College
P.O. Box 1197
Roxboro, NC 27573

Dear ~~Dr. Owen~~ Jim,

Thank you for your contribution to the success of COMBASE '91 -- Building Communities That Empower People. Your program "Workplace Literacy: A Partnership That Works," was at the heart of the conference theme and represented Piedmont Community College very well.

A gentle reminder from the Conference staff: Your manuscripts are needed. Please submit within a week. We look forward to an early publication of proceedings.

I look forward to new opportunities to work cooperatively with COMBASE colleagues.

Sincerely,

Carol

Carol J. Viola

CJV:wm

PROGRAM APPENDIX 5

LETTERS FROM PARTNERS

Appendix #5-A

Burlington Interoffice Memorandum

To: Dr. Jim Owen - Piedmont Community College

Date: 1/21/91

From: Robert Sills/py - Williamsburg Plant

CC to: Bess - PCC
Carr - W'burg
Elliott, J. - PCC
Fletcher - W'burg
Gibson - W'burg
Inman, D. - PCC
Parrott - W'burg

Subject: B1 READING ENRICHMENT PROJECT

During the past twelve months, we at Burlington Industries are pleased to have entered into a partnership with Piedmont Community College in developing a Workplace Literacy Model. We know that with the changing work environment our employees will definitely need more advanced reading and math skills in order for us to become a world class manufacturing operation. In conjunction with PCC in the development of this program, we feel we are becoming better prepared to remain a leader in the Textile Industry.

The Reading Program is a cost savings program that has immeasurable benefits. The fact that an education is something that an employee will have for a lifetime makes the reading program both attractive and unique. This has been a positive boost in employee moral which is evident in their continuing interest and participation in the program. The Reading Lab enhances the education level of the workforce and enriches their personal lives as well. This program is truly the turning point for employees and management to improve their education. Both employees and management will benefit in the hopes of building a successful future together.

I can honestly say that in my 25 years experience with this industry, working in North Carolina and Virginia, Piedmont Community College is the most aggressive, advanced, and most importantly, the most supportive and sensitive to the needs of industry of any community college I have been associated with.

Thank you once again for your continued efforts in making this a successful program.

Robert Sills

Collins & Aikman
Interoffice Correspondence

To: Debra Inman
Director of Adult Literacy

Date: 01-18-91

From: Robert Campbell

Dept: Human Resources

Subject:

CC: Jerry Lee
Ghani Khanani
Dr. Owens
Jackson Elliott

Dear Debra:

I wish to commend you for your efforts and the efforts of the personnel at Piedmont Community College in bringing LLL classes to Collins & Aikman. I am extremely pleased with the progress shown by employees in the classes and with the enthusiasm demonstrated by these employees. The program's quality and maturity is nothing short of amazing, considering the short time that it has been in motion. Starting from a bare room to a classroom full of computers with extensive workplace related curriculum, ten classes meeting, and learning taking place is quite an accomplishment. The extent and the quality of the completed audit and curriculum are certainly impressive.

I am pleased with the progress of the audit, curriculum design, and the classroom. We now have nine departments audited with 71 job position competencies identified and three and one-half curriculums (for four departments) completed. We have approximately 87 students attending classes, and on January the eighth we had our first student complete the requirements for graduating from this program. There are several more students that will complete these requirements shortly. In the classroom itself, we have a growing array of soft-ware and material available for the students to use. The great majority of employees\students are showing good progress. The progress is a credit to the commitment of both Piedmont Community College and Collins & Aikman.

The personnel located here at Collins & Aikman, Linda Caywood Farrell Brenda Clayton, and Richard Quesenberry are professional, highly dedicated individuals, but even more important, they are committed to this program and show a great ability to maintain and create a working relationship with all levels of personnel found here at Collins & Aikman.

I am proud of the accomplishments of our Program, and I am proud of the association and working relationship with Piedmont Community College. I feel that we are making great strides together.

Robert
Robert

Form 9-056 10/77

PROGRAM APPENDIX 6

COST TO INDUSTRIAL PARTNERS

SUMMARY OF INDUSTRIES' COSTS
NATIONAL WORKPLACE LITERACY PROGRAM
PIEDMONT COMMUNITY COLLEGE
1990-91

	BURLINGTON INDUSTRIES	COLLINS & AIKMAN
Summer 1990	* $155,011 (Matching Funds) $ 21,356 (Release Time)	* $ 36,000 (Matching Funds) $ -0- (No Classes)
Fall 1990	$ 77,505 $ 21,356	* $ 55,000 $ 6,545 (Classes began halfway through (quarter)
Winter 1990-91	$ 24,250 $ 21,250	$ 12,448 $ 12,020
Spring 1991	$ 70,910 $ 12,186	$ 16,834 $ 15,834
Summer 1991	$ 66,960 $ 12,186	$ 16,280 $ 14,280
Fall 1991	$ 63,600 $ 12,186	$ 16,288 $ 15,288
TOTALS	$558,756	$216,817

* Includes computers, office, and classroom setup.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

1. **PROGRAM TITLE:** FY 1990 National Workplace Literacy Program

2. **PROJECT TITLE:** Lifelong Learning for Jobs (Triple L-J)

3. **PROJECT DIRECTOR/**
AWARDEE/
ADDRESS/
TELEPHONE:
Debra Inman
Piedmont Community College
1715 College Drive/P.O. Box 1197
Roxboro, Person County, North Carolina 27573
(919) 599-1181

4. **FUNDS BY FISCAL YEAR:**
Federal: FY 1990 -$ 300,707.00
Non-Federal: FY 1990 -$ 155,011.00
Total Funds: -$ 455,718.00
Federal Funds = 66 % of total funds

5. **AWARD PERIOD:** April 1, 1990 - September 30, 1991

6. **OBJECTIVES:**
To improve employees' basic skills which are needed in the workplace in order that employees can: 1) function in their current jobs with increasing competence; 2) move laterally or upward; and 3) meet changing job requirements.

7. **PROCEDURES:**
Work with two major textile industries to establish the workplace literacy program in-plant on the work site. Assess ten (10) departments within the industries for literacy and technical skills requirements for each job within each department. Offer literacy classes consisting of ten (10) employees for each of three shifts at both industries. Integrate technical literacy into curricula for each industry.

8. **OUTCOMES/RESULTS/PRODUCTS:**
1. To provide basic and technical literacy skills to 800+ employees
2. Assess skills/educational requirements for ten departments.
3. Upgrade 80 plant employees a minimum of three (3) grade levels by 9/30/91.
4. Have 35 plant employees complete the General Education Equivalency (G.E.D.) requirements.

9. **EDUCATIONAL LEVEL (S):** Adult Basic Education, secondary, and post-secondary.

10. **TARGET POPULATION (S):** Academically handicapped and disadvantaged, women, and minorities.

11. **ESTIMATED NUMBER OF TRAINEES:** 280 Textile plant employees

12. **PARTNER (S):** Housewares Division of Burlington Industries
Cavel Division of Collins and Aikman Corporation

BURLINGTON INDUSTRIES APPENDIX

BI APPENDIX 1

CLASS SCHEDULES

BURLINGTON INDUSTRIES
Summer Quarter 1990-91
READING ENRICHMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:15 PM - 12:15 AM.	Group F	Group F	Group F		
12:30 AM - 1:30 AM	Group G	Group G	Group G		
7:00 AM - 8:00 AM			OPEN LAB		
8:00 AM - 9:00 AM	GROUP A		GROUP A	GROUP A	Office
9:15 AM - 10:15 AM	GROUP B		GROUP B	GROUP B	Office
10:30 AM - 11:30 AM	Group C		Group C	Group C	
12:15 - 1:15 PM	Lunch	Lunch	Lunch	Lunch	
1:15 - 2 PM	Office	Office	Office	Office	
2 - 3 PM	Office	Open Lab	Office	Office	
3:15 PM - 4:15 PM	Group D	Group D	Open Lab 3 - 4 PM	Group D	
4:30 PM - 5:30 PM	Group E	Group E	Office 4 - 5 PM	Group E	

BURLINGTON INDUSTRIES
Fall Quarter 1990-91
READING ENRICHMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM - 8:00 AM			OPEN LAB		OFFICE
8:00 AM - 9:00 AM	GROUP A	OFFICE	GROUP A	GROUP A	OFFICE
9:15 AM - 10:15 AM	GROUP B	↓	GROUP B	GROUP B	OFFICE
10:30 AM - 11:30 AM	GROUP C	10:00 MDT TRAINING	GROUP C	GROUP C	OFFICE ↓ 12:30
11:30 AM - 12:00 NOON	MDT TRAINING	↓	MDT TRAINING	MDT TRAINING	
12:00 PM - 1:00 PM	LUNCH	LUNCH	LUNCH	LUNCH	
1:00 PM - 2:00 PM	OFFICE	OFFICE	OFFICE	OFFICE	
2:00 PM - 3:15 PM	MDT TRAINING	OPEN LAB	MDT TRAINING	MDT TRAINING	
3:15 PM - 4:15 PM	GROUP D	GROUP D	↓	GROUP D	
4:30 PM - 5:30 PM	GROUP E	GROUP E	5:00 PM	GROUP E	
11:15 PM - 12:15 AM	GROUP F	GROUP F		GROUP F	
12:30 AM - 1:30 AM	GROUP G	GROUP G		GROUP G	
1:30 AM - 2:30 AM		MDT TRAINING			

REVISED: 09/10/90

BURLINGTON INDUSTRIES
Winter Quarter 1990-91
READING ENRICHMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
)0 AM - 8:00 AM					
)0 AM - 9:00 AM	GROUP A	OFFICE	GROUP A	GROUP A	OFFICE
15 AM - 10:15 AM	GROUP B	10:00	GROUP B	GROUP B	OFFICE
30 AM - 11:30 AM	GROUP C	MTD TRAINING	GROUP C	GROUP C	OFFICE
AM - 12:00 NOON	MDT TRAINING		MDT TRAINING	MDT TRAINING	
PM - 12:45 PM	LUNCH	LUNCH	LUNCH	LUNCH	OFFICE 12:30
PM - 2:00 PM	OFFICE	OFFICE	OFFICE	OFFICE	
PM - 3:15 PM	MDT TRAINING	OPEN LAB	MDT TRAINING	3:00	
15 PM - 4:15 PM	GROUP D	GROUP D	GROUP D		
30 PM - 5:30 PM	GROUP E	GROUP E	GROUP E	OFFICE 5:00	
45 PM - 10:45 PM	GROUP H	GROUP H	GROUP H		
15 PM - 12:15 AM	GROUP F	GROUP F	GROUP F		
30 AM - 1:30 AM	GROUP G	GROUP G	GROUP G		
:45 AM - 2:45 AM	GROUP I	GROUP I	GROUP I		
:45 AM - 3:45 AM	MDT (30 MIN)	MDT	MDT (30 MIN)		

SED: 06/05/91

BURLINGTON INDUSTRIES
Spring Quarter 1991
READING ENRICHMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM - 8:00 AM					
8:00 AM - 9:00 AM	GROUP A	OFFICE	GROUP A	GROUP A	OFFICE
9:15 AM - 10:15 AM	GROUP B	10:00	GROUP B	GROUP B	OFFICE
:30 AM - 11:30 AM	GROUP C	MTD TRAINING	GROUP C	GROUP C	OFFICE
:30 AM - 12:00 NOON	MDT TRAINING		MDT TRAINING	MDT TRAINING	
:00 PM - 12:45 PM	LUNCH	LUNCH	LUNCH	LUNCH	OFFICE 12:30
:00 PM - 2:00 PM	OFFICE	OFFICE	OFFICE	OFFICE	
:00 PM - 3:15 PM	MDT TRAINING	OPEN LAB	MDT TRAINING	MDT TRAINING	
3:15 PM - 4:15 PM	GROUP D	GROUP D	GROUP D		
4:30 PM - 5:30 PM	GROUP E	GROUP E	GROUP E	5:30	
9:45 PM - 10:45 PM	GROUP H	GROUP H	GROUP H		
11:15 PM - 12:15 AM	GROUP F	GROUP F	GROUP F		
12:30 AM - 1:30 AM	GROUP G	GROUP G	GROUP G		
1:45 AM - 2:45 AM	GROUP I	GROUP I	GROUP I		
2:45 AM - 3:45 AM	MDT (30 MIN)	MDT	MDT (30 MIN)		

VISED: 03/15/91

BURLINGTON INDUSTRIES
Summer Quarter 1991
READING ENRICHMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM - 8:00 AM					
8:00 AM - 9:00 AM	GROUP A	OFFICE	GROUP A	GROUP A	OFFICE
9:15 AM - 10:15 AM	GROUP B	10:00	GROUP B	GROUP B	OFFICE
10:30 AM - 11:30 AM	GROUP C	MTD TRAINING	GROUP C	GROUP C	OFFICE
11:30 AM - 12:00 NOON	MDT TRAINING		MDT TRAINING	MDT TRAINING	
12:00 PM - 12:45 PM	LUNCH	LUNCH	LUNCH	LUNCH	OFFICE 12:30
12:45 PM - 2:00 PM	OFFICE	OFFICE	OFFICE	OFFICE	
2:00 PM - 3:15 PM	MDT TRAINING	OPEN LAB	MDT TRAINING	3:00	
3:15 PM - 4:15 PM	GROUP D	GROUP D	GROUP D	PRACTICE GED TESTING	
4:30 PM - 5:30 PM	GROUP E	GROUP E	GROUP E	OFFICE 5:00	
9:45 PM - 10:45 PM	GROUP H	GROUP H	GROUP H		
11:15 PM - 12:15 AM	GROUP F	GROUP F	GROUP F		
12:30 AM - 1:30 AM	GROUP G	GROUP G	GROUP G		
1:45 AM - 2:45 AM	GROUP I	GROUP I	GROUP I		
2:45 AM - 3:45 AM	MDT (30 MIN)	MDT	MDT (30 MIN)		

REVISED: 06/05/91

BURLINGTON INDUSTRIES
WINTER QUARTER 1991-92
READING ENRICHMENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM - 8:00 AM					
8:00 AM - 9:00 AM	GROUP A	OFFICE	GROUP A	GROUP A	OFFICE
9:15 AM - 10:15 AM	GROUP B	10:00	GROUP B	GROUP B	OFFICE
10:30 AM - 11:30 AM	GROUP C	MTD TRAINING	GROUP C	GROUP C	OFFICE
11:30 AM - 12:00 NOON	MDT TRAINING		MDT TRAINING	MDT TRAINING	
12:00 PM - 12:45 PM	LUNCH	LUNCH	LUNCH	LUNCH	OFFICE 12:30
12:45 PM - 2:00 PM	OFFICE	OFFICE	OFFICE	OFFICE	
2:00 PM - 3:15 PM	MDT TRAINING	OPEN LAB	MDT TRAINING	3:00	
3:15 PM - 4:15 PM	GROUP D	GROUP D	GROUP D	PRACTICE GED TESTING	
4:30 PM - 5:30 PM	GROUP E	GROUP E	GROUP E	OFFICE 5:00	
9:45 PM - 10:45 PM	GROUP F	GROUP F	GROUP F		
11:15 PM - 12:15 AM	GROUP G	GROUP G	GROUP G		
12:30 AM - 1:30 AM	GROUP H	GROUP H	GROUP H		
1:30 AM - 2:30 AM	MDT (30 MIN)	MDT	MDT (30 MIN)		

REVISED: 11/26/91

BI APPENDIX 2

INITIAL BROCHURE

OVERVIEW

NATIONAL WORKPLACE LITERACY PROGRAM:

This program is only one of 39 such programs funded by the U.S. Department of Education in the country for 1990-91. Funds for this program have also been provided by Piedmont Community College as well as by Burlington Industries. The purpose of this program is to improve employee's basic skills which are needed in the workplace in order that employees can: 1) function in their current jobs with increasing competence; 2) move laterally or upward; and 3) meet changing job requirements.

THE READING LAB:

The Reading Enrichment Lab not only incorporates reading skills, but it incorporates math and language skills as well. The program is offered to all three shifts of the plant. Of the 565 employees, 400 have requested to be enrolled in the program. The program is designed to accommodate 70 students at a time. This is done by having seven classes (three on 1st, two on 2nd, and two on 3rd shift) of ten students each. The instruction is computer aided using Apple II GS's. Traditional adult literacy teaching materials are incorporated into the curriculum as well.

Some students who attend the class are high school graduates or GED graduates. They enrolled to brush up on forgotten academic skills. Employees may also work toward their GED Diploma while in the lab.

For assessment of student progress the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are used. CASAS also provides a means for auditing the various jobs. The results will be integrated into the curricula to provide technical or job specific literacy training.

MANAGEMENT DEVELOPMENT

Another aspect of the career enhancement program at BI is the Management Development Training (MDT) offered to salaried personnel. This program is designed to enhance academic skills as well as learn new job related skills.

BURLINGTON INDUSTRIES:

Burlington Industries is one of the nation's largest privately owned manufacturers of textiles. It operates over 45 plants in the U.S. and foreign countries. Worldwide employment is more than 25,000 people. The Williamsburg plant is one of twelve plants in the Burlington House Decorative Fabrics Division. Annually it weaves more than 40 million yards of some of the industry's most intricate patterns in drapery, mattress ticking and upholstery. It is located northwest of Burlington, North Carolina in Caswell County.

PIEDMONT COMMUNITY COLLEGE:

Piedmont Community College is a two-year public post-secondary educational institution which offers a variety of credit and non-credit programs to persons eighteen years of age and older. PCC is accredited by the Southern Association of Colleges and Schools. It is located in the rural central piedmont area of North Carolina. It has served Person County since 1970 and Caswell County since 1985.

For more information contact the
Adult Literacy/Workplace
Literacy Department
at
Piedmont Community College
(919) 599-1181

THE

B.I. LAB

WORKPLACE LITERACY AT WORK:

Eunice Hall, Mary Glenn, Jewel Coley, Hazel Chriscoe (previous high school graduates) and Alice Rudd (GED graduate) are among first lab graduates.

Burlington Industries Williamsburg Plant in Caswell County, North Carolina is providing a computer assisted reading program to its employees on company time in an effort to upgrade employees' basic skill levels. Both the employer and employees are excited about this opportunity provided by Piedmont Community College and Burlington Industries.

George Allen, a first shift lab student, smiles for the camera.

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WORKPLACE LITERACY TAKES TEAMWORK!

BURLINGTON INDUSTRIES WILLIAMSBURG PLANT:

PLANT MANAGER, ROBERT SILLS:

"By the end of 1990 we expect 80% of our employees to be using computer applications in their jobs. We believe that classes like reading enrichment will enable us to have a much better workforce."

THE PROBLEM:

- 45 MILLION AMERICANS ARE MARGINALLY COMPETENT IN BASIC SKILLS.
- 27 MILLION AMERICANS ARE FUNCTIONALLY ILLITERATE.
- 75% OF THE U.S. WORKFORCE IN 2000 A.D. ARE ADULTS NOW!
- ONLY 27% OF NEW JOBS WILL BE LOW SKILLED BY 2000 A.D. COMPARED TO 40% TODAY.

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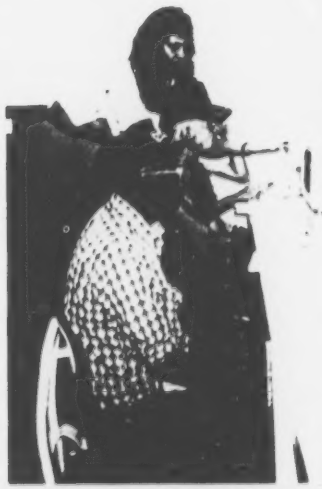
Instructor, Queen Williamson, works with Hubert Tilley.



Several employees working with Queen in the lab.

BI's Personnel Director, Patty Gibson

Management Development Student, Bonnie Thompson

PIEDMONT COMMUNITY COLLEGE: ADULT LITERACY

PCC ADULT LITERACY & NATIONAL WORKPLACE LIBERACY PROJECT DIRECTOR DEBRA INMAN:

By the year 2,000, employers will need a more literate workforce - one which functions at the 13th grade level. Burlington Industries has already seen the impact technological changes have made in its workforce and the need to upgrade their employees' basic skills to meet those changes. Piedmont Community College's Adult Literacy Program is proud to be partners with Burlington Industries/Williamsburg Plant in providing basic skills training for its employees.

THE SOLUTION:

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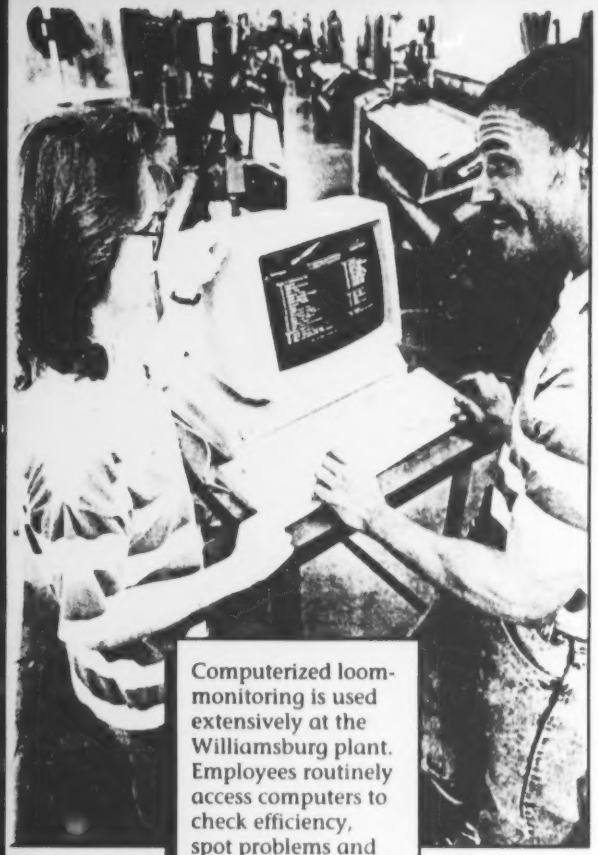
- ABE: ADULT BASIC EDUCATION
- AHS: ADULT HIGH SCHOOL
- GED: GENERAL EDUCATIONAL DEVELOPMENT
- ESL: ENGLISH AS SECOND LANGUAGE
- WORKPLACE LITERACY PROGRAMS

BI APPENDIX 3

PROMOTION AND RECOGNITION



Computerized loom-monitoring is used extensively at the Williamsburg plant. Employees routinely access computers to check efficiency, spot problems and correct minor deviations on the job.

☐ National Workplace Literacy Program

The Burlington program, which began in 1990, was one of only 39 National Workplace Literacy programs in the nation funded by the U.S. Department of Education that year. Additional funds were provided by Piedmont Community College and Burlington Industries.

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Burlington Industries

Burlington Industries is one of the world's largest manufacturers of textiles for apparel, home furnishings and industrial uses. It employs approximately 27,000 people in some 50 plants in nine states and two foreign countries. The company is majority owned by its employees (through an employee stock ownership plan) and its management.

The Williamsburg plant, located northwest of Burlington, N.C. in Caswell County, is one of eleven plants in the Burlington House Decorative Fabrics Division. The plant annually produces millions of yards of intricately-patterned fabrics for draperies, upholstery and mattress ticking.

PIEDMONT COMMUNITY COLLEGE
CASWELL COUNTY CAMPUS
PERSON COUNTY CAMPUS
NORTH CAROLINA
1970
25

Piedmont Community College is a two-year public post-secondary educational institution which offers a variety of credit and non-credit programs to people 18 years of age and older. PCC is accredited by the Southern Association of Colleges and Schools. It is located in the rural central Piedmont area of North Carolina. It has served Person County since 1985.

For more information, contact the Adult Literacy/ Workplace Literacy Program:

Piedmont Community College
P.O. Box 1197
Roxboro, NC 27573
(919) 599-1181

Piedmont Community College
P.O. Drawer T
Community College Drive
Yanceyville, NC 27379
(919) 694-5707

READING

Enrichment

PROGRAM

The Problem

- 45 million Americans are marginally competent in basic skills.
- 27 million Americans are functionally illiterate.
- By the year 2000, only 27% of new jobs will be low skilled, compared to 40% today.

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This program is jointly sponsored by Burlington Industries and Piedmont Community College.

A Solution: Workplace Literacy

The Williamsburg plant of Burlington Industries, in Caswell County, N.C., offers a computer-assisted reading enrichment program to its employees, with classes held at the plant on company time. The program is offered in cooperation with Piedmont Community College.

The purpose of this program is to improve employees' basic skills so they can:

1) Function in their current jobs with increasing competence;

2) Meet changing job requirements; and

3) Become better qualified for job promotions.

"By the year 2000, employers will need a more literate workforce to deal with the technological advances in the workplace. Increasingly, employees are being asked to operate computer-controlled equipment, read and comprehend computer manuals, trouble-shoot, and communicate effectively as part of a team.

Currently, many employees lack the skills necessary to perform these tasks, and the skills gap will widen over time. The changing workplace requires employees to possess reasoning and thinking abilities on the level of a first-year college student."

Debra Inman
Project Director
Adult Literacy & Workplace Literacy
Piedmont Community College

"We have an outstanding workforce, and we want to help them prepare for the future by upgrading their skills. Over 80% are already using computer applications in their jobs."

Robert Sills
Williamsburg Plant Manager

The Burlington Reading Lab

At Burlington's Williamsburg plant, the Reading Enrichment Lab incorporates not only reading skills, but also math and language skills. Apple II GS computers are used to assist in the instruction.

Of the 565 plant employees, 400 have asked to be enrolled in the program. Some are college, high school or GED graduates who want to brush up on rusty academic skills. Others want to work toward their GED diploma or further their education. All students work individually, at their own pace.

Classes are held on all three shifts, with 10 students in each class. To assess student progress, the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are used.

CASAS also provides a means of evaluating specific job requirements. This information is then used to fine-tune the curriculum and provide technical or specific literacy training that is job-appropriate.

Some participants in the program are (clockwise from left): Jewel Coley, Mary Glenn, Hazel Chriscoe, Alice Rudd and Eunice Hall.

As part of the program, each job is examined to determine the reading, writing and math competency required for that job category.

Burlington Briefs

The **Altavista** plant — which never was located in Altavista, Va. — is moving to Hurt. Actually, it's been there since before the Hurt community was founded. That's why it was named after Altavista, which originally was its closest neighbor.

The name was changed to the **Hurt** plant in April to better reflect its present location.

Three employees at the Pioneer plants recently received their GED. They are: **Lewis Duggins,** senior lab technician; **Monica Baugh,** swatch dyer; and **Ellen Bedsaul,** finish inspector/grader.

Carla Gallimore, supervisor at the Burlington Menswear Dyeing plant in Raeford, N.C., took first-place honors at the Region V North Carolina Industrial Commission Safety Talk contest.

A number of employees at the **Asheville** plant participated in the March of Dimes "Walk America" held on April 28. A group of nine employees walked the whole 10 miles in the pouring rain, explained plant nurse **Mary Hampton.** Roving overhauler **Gus Wilson** and his wife raised $283.00, over half of the $485.00 plant total.

The **Reidsville Weaving** plant will increase its workforce and begin operating on a seven-days-a-week continuous schedule by this summer. Two weekend shifts will be added to help increase production. Strong growth in the jacquard mattress ticking and upholstery markets is the reason for the change.

Kenny Saunders, fabric development department manager at the Statesville plant, has been elected to the Iredell County Board of Education.

Instructor Queen Williamson works one-on-one with Loom Oiler Hubert Tilley.

New safety slogan chosen for Transportation Division

The Lynchburg Terminal scored big for the second year with the winning safety slogan originated by Assistant Terminal Manager Jim Phelps.

The new slogan — **BI Alert . . . DON'T GET HURT** — was selected out of 113 entries from throughout the transportation division, as part of the division's annual safety slogan contest.

Phelps received a $125 prize and all who participated won a BIT coffee mug. To enter the contest, employees must have a safe record with no accidents during the past year.

Entries were judged on the basis of originality, content of safety message, conciseness (10 words or less) and memorability.

It's important that the slogan be fairly short and easy to remember because each quarter a drawing is held and an employee wins a $20 gift certificate if he or she can correctly recite the safety slogan.

Judges for the contest were Charles Crocker, Burlington's safety manager; John Vance, Liberty Mutual representative; and Melissa Staples, *Burlington Look* editor. Jim Hogsett, division training manager, coordinated the safety slogan contest.

Phelps

Hogsett said judges had a difficult time choosing a winner, as many of the entries were well-written, catchy and entertaining. The slogan contest is just one way of keeping safety a high priority for the division, he added.

Safety Honor Roll

Twenty-two Burlington locations have reported outstanding safety performances as of May 5, 1990.

9 Million

Burlington House Decorative Fabrics Division Offices

8 Million

Burlington Menswear Division Offices (new)

6 Million

Raeford Plant, Burlington Menswear

3 Million

Denton Plant, Burlington Knitted Fabrics
Halifax Plant, Burlington Menswear
Mount Holly Plant, Burlington Knitted Fabrics
Rocky Mount Weaving Plant, Burlington House Decorative Fabrics

2 Million

Bishopville Plant, Burlington Menswear
Burlington Menswear Dyeing Plant
Mayodan Plant, Burlington Madison Yarn Company (new)
Ranlo Plant, Burlington Madison Yarn Company
Statesville Plant, Burlington Knitted Fabrics

1 Million

BI Technical Services
Burlington Menswear Combing Plant
Charm Tred Spinning Plant, BHAR
Clarksville Finishing Plant, Burlington Menswear (new)
Greensboro Corporate Offices
Hurt Plant, Klopman Fabrics
Lakewood Plant, Burlington Knitted Fabrics
Pioneer II Plant, Burlington House Decorative Fabrics (new)
Transportation General Offices
Williamsburg Plant, Burlington House Decorative Fabrics

Williamsburg course rates an A+

A new reading enrichment program at the Williamsburg plant is getting high marks from employees.

The self-paced program uses personal computers to help students improve their reading skills. It's designed to be used by students at all levels.

The reading enrichment lab is the result of a unique joint venture between Piedmont Community College and the Williamsburg plant. "The college provides the computers and staff and we provide the students and the space," explained Plant Manager Robert Sills.

Although many employees had never seen or worked with a computer before taking the class, most caught on very quickly to the user-friendly computers with their lively color graphics and a voice that can speak directly to students.

Course instructor Queen Williamson notes that studies have shown students learn faster by using a computer. And the employees at Williamsburg seem to agree. "They all enjoy working one-on-one with the computer and like being able to move at their own pace," Williamson added.

So far, about 66 employees are actually enrolled, but an additional 400 have signed up to take the course as space allows. Reading enrichment is taught five days a week, and students attend for a total of three hours.

The course is divided into three separate areas or phases: Phase One is the reading enrichment section; Phase Two is technical reading; and Phase Three is career development which includes math, statistics and work towards the GED (high school degree). All classes are taught on company time, which is one of the keys to its success, according to Williamson.

"Knowing that the company thinks this is important enough to release them during work hours is an important motivating factor," she said.

"Almost all of our employees have seen changes in their jobs," Sills said. "As technology changes, we need to offer them ways to improve their skills and become proficient. By the end of 1990," he added, "we expect 80% of our employees to be using computer applications in their jobs. We believe that classes like reading enrichment will enable us to have a much better workforce."

Loom oiler Hubert Tilley said he really likes the course "because it makes you think and put your mind in gear." The class was Tilley's first experience with a computer. "I dropped out of school in the 9th grade and started farming with my Dad," he said. "Now I'm trying to improve my reading and I'm getting better at it."

"I can use this out on the job," explained machine technician Billy Johnson. "It has really refreshed what I learned at school."

Some students, like refinish inspector Alice Rudd, are using the course to polish rusty skills so that they can take their high school equivalency degree. "Besides, I really enjoy it," Rudd said.

"People can see that their jobs are going to demand higher level skills and more technology," Williamson said. "They want to keep up and see this as a convenient way to improve their skills. They especially like the fact that they can learn at their own pace."

Just about everyone at the Williamsburg plant is excited about reading enrichment and much interest has been expressed by other BI plants. With 400 employees waiting to take the course, Williamsburg is going to be a busy, productive and studious place for some time to come. "It's given us an overall morale boost," Sills noted. "We've had nothing but positive comments from everyone."

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NEWS FROM THROUGHOUT BURLINGTON

From page 6

▼

Four employees were honored this fall for 35 years of company service. (See photo.) The plant celebrated its 45th anniversary this October.

At the Oxford plant, Lucy Bailey, Joe Lindsey, Paul Munn and Jim Hobgood (left to right) were honored for 35 years.

PIONEER II PLANT

Burlington, N.C. — In celebration of the holiday season, Pioneer II held its first ever talent show during Christmas dinners on each shift. Over 12 employee acts entertained fellow employees with singing, dancing and instrumental music. (See photo.)

A Christmas performance at Pioneer II plant.

RABUN PLANT

Rabun Gap, Ga. — The Rabun plant honored 16 of its long service employees on December 12 with dinner at the Dillard House Restaurant and the presentation of service awards.

▼

To celebrate the holiday season, employees each received a Christmas turkey and enjoyed a dessert and coffee get-together. A visit from Santa Claus added to the festive spirit of the party.

REIDSVILLE DRAPERY PLANT

Reidsville, N.C. — Members of the Tie-Back Module are congratulated for their December quarter quality performance. As part of a group quality incentive, team members earned 50 cents extra per hour for each hour worked during the quarter. Team members include Yvonne Henderson, Hope

STATESVILLE PLANT

Statesville, N.C. — Employees at the Statesville plant celebrated the holiday season by providing food and clothing to needy families in Iredell County.

STOKESDALE CUSTOMER SERVICE CENTER

Stokesdale, N.C. — Employees and retirees enjoyed a turkey dinner with all the trimmings as part of their holiday celebration. In addition, 20 gift certificates were given out as door prizes. Winners were: Peggy Bilbrey, Debra Chandler, Ronnie Dove, Shirley Duggins, Faye Farmer, Denise Goolsby, Junior Hennis, Betty James, Charlene Jones, Adreanne Moore, Carrie Moore, Bobbie O'Dell, James Pearman, Janet Price, Marie Purgason, LuAnn Royal, Cathy Shelton, Clyde Sneed, Frances Southard and Shelby Tucker.

STONEWALL PLANT

Stonewall, Miss. — The Stonewall plant recently announced a 3-year modernization of its yarn plant operation at a cost of approximately $4 million.

WAKE FINISHING PLANT

Wake Forest, N.C. — The Wake plant held a Christmas Open House December 15 for all employees and their families. Highlights of the event included an employee talent show, a visit from Santa, a clown with magic tricks, games, prizes and refreshments for all. (See photo.)

WILLIAMSBURG PLANT

Matkins, N.C. — On November 17, the Williamsburg plant hosted an open house in honor of its 25th anniversary. Over 750 guests toured the facility. (See photo.)

▼

The plant's Reading Enrichment Program is now two years old. To date, 11 employees have received their GED and 134 employees have completed Phase 1, or Basic Reading. Eighty employees are currently enrolled in the program.

Wake Plant: Juggles the Clown meets Satonya Alston, daughter of Tenisha and Michael Alston.

The Courier-Times, Roxboro, N.C. Wednesday, September 11, 1991

Burlington Industries takes worker education to heart

Through PCC's Workplace Literacy Program in Caswell

By PAUL NOWELL
The Associated Press

WILLIAMSBURG, N.C. (AP) — Married at 17, Barbara Gooch quit high school and went to work at Burlington Industries. Twenty-four years later, she's getting her diploma on company time.

"It's something I've always wanted to do," said Mrs. Gooch, a cloth inspector at Burlington's textile mill in rural Caswell County. "When this opportunity came up, I grabbed it."

The opportunity was a workplace literacy program, first offered last year by the company with cooperation from nearby Piedmont Community College. The company anticipated an enrollment of about 100 workers.

"Out of 565 employees, we had 400 volunteer for the course," plant manager Bob Sills said.

Workplace literacy programs are becoming more common in North Carolina, which has more textile workers than any state in the nation. In recent years, furniture, textile and other manufacturing industries have decided it's important to improve their worker's basic skills.

At Burlington's Williamsburg plant, massive looms produce millions of yards of fabrics for draperies, upholstery and mattress ticking each year. In recent years, they've been hooked to computers.

That's changed the way some employees do their jobs.

In the literacy program, the worker-students become familiar with computers while they improve their reading, writing and math skills.

"The computers help me to be more aware of what's going on," said Belva Whitt, a weaver for 19 years at the plant. Whitt is preparing for her high school equivalency exam later this month. "I don't need a supervisor to be watching over us. It helps quality and efficiency."

In the competitive business of textiles, technology is the only way U.S. mills can compete globally, Sills said.

"We're in business to produce fabrics to make money, not to educate people," he said. "With the sophisticated computer system we have in this plant, we need to improve our skills if we want to be competitive 10 years from now."

The Reading Enrichment Lab offers help to all employees, not just the stereotypical mill worker who managed to get by as a functional illiterate. Workers like Mrs. Gooch use it to finish their education, while others see it as a way to move up in the company.

Employees earn regular wages while attending the lab, offered in one-hour segments three times a week. Class size is limited to 10 students.

Instructor Queen Williamson comes to the plant from Piedmont Community's Yanceyville campus.

"Some of my students are very apprehensive and nervous on the first day," she said. "But when they realize that no one is going to stare at them said say: 'He doesn't know how to read,' they relax."

She said she was awed by the workers' ability to get by with limited reading skills. One worker who fixes looms bluffed his way by asking each weaver what was wrong with the machine. Had he been able to read, he could have punched up a trouble report on a nearby computer.

He's now taking the course and coming along well, Williamson said.

To Burlington, the course is money well invested. They know the size of the labor pool is shrinking. Experts say the state's 18 to 34 age group will decline by 140,000 by the turn of the century.

"The key point to all of this is that 70 percent of our work force in the year 2000 is already on the job," Sills said. "We've got to deal with preparing them for the technical needs."

Mrs. Gooch agreed.

"They're getting smarter people by doing this," she said. "Anytime you can improve your people you're better all around."

Burlington Industries, PCC promoting literacy with Reading Enrichment

Caswell Messenger, Yanceyville, NC June 12, 1991

By Kitty Brann
Staff Writer

Webster's New World Dictionary defines "literacy" as "the ability to read and write." Piedmont Community College (PCC) and Burlington Industries (BI) Williamsburg Plant have taken literacy one step further by implementing a project titled Lifelong Learning for Jobs, more commonly known to BI employee students as the Reading Enrichment Program.

Two years ago PCC and BI began dicussing the possiblitiy of an adult basic education program being implemented within the plant. Plant Manager Robert Sills agreed to the project whole heartedly, according to Debra B. Inman, Director, Adult Literacy Program.

"We started the program as a generic approach to improving reading skills for employees. Burlington was in need of this service because they had three fourths of their work force who were going to be using computers and people were hesitant to use the computers." Inman explained.

Inman continued to say some of the employees lacked the basic reading skills, which prevented them from understanding how to use the computer and to read what was on the computer screen.

PCC and BI began working together to begin a program with two main goals: first to introduce the employees to computer technology and let them feel comfortable with computers and second to improve reading skills by setting up a computer assisted reading instruction program.

An actual classroom was built at the BI plant and computers were installed to accomodate ten student classes. BI paid a portion of the cost for purchasing the computers and PCC paid the balance therefore forming a partnership between the two.

"A unique feature of the program is Burlington was willing to allow employees to attend the classes on company time, being relieved one hour three times a week," Inman commented. The employees are being allowed three hours of instruction per week and paid at their regular hourly rate. Three classes are offered during every shift.

Kitty Brann/The Caswell Messenger

David Bowers and Kenneth Clayborne are both enrolled in the Reading Enrichment Program at Burlington Industries.

Plant Manager Robert Sills said, "We've seen the changes in the industry and if we're going to meet the changing needs, we'll have to all increase our learning skills. With the committment PCC is making we can make the committment to allow the employees to come off the floor."

The BI employees work under a "Team" concept. While one person from the team is in the reading lab, as the classroom is called, the other team members make up for the work missed. The team member in the reading lab has a responsibility to learn the materials.

Personnel Manager, Patty Gibson said, "The key to the success of the program is the confidentiality. The only questions I ask the instructors are, Is the student attending class regularly? and, Is the student trying?"

"What they do in the class has no negative effect on their jobs," she continued.

Since the first class started in February 1990, 209 employees have been served by the program including those currently enrolled. Ninety seven employees have completed Phase I of the program including 32 who will graduate this quarter.

According to Inman when the Reading Enrichment Program was first explained to the BI employees in a quarterly meeting, more than 400 signed up to enroll.

Site Coordinator for the Reading Enrichment Program is David Bess. He explained that standard tests are used at the beginning and the end of the course. However, tests are given periodically within the software package used for the class.

Research shows that by the year 2000 most industrial employees are going to need to be functioning on a 13th grade level. Currently these employees are functioning on a 7th or 8th grade level. If these employees were being taught by traditional instructional methods, with books, paper,and pencil, it takes 150 hours of instruction to advance a grade level. Whereas with the computer instruction a person can advance a grade level in 20-30 instructional hours.

The training manager for the project at BI is Robert Parrott. The instructors for the Reading Lab are Queen Williamson, Rhett McPherson, and Richard Quesenberry.

Do you know why time sheets are posted in locked glass enclosed cabinets? For your review at any time during your work week. I strongly encourage each employee to review their time sheet weekly to check for the following items:

1. The correct number of hours you are to be paid for.
2. Temporary transfers to higher paying jobs.
3. Permanent transfers to different jobs.
4. Shift changes.
5. Section changes.

These are just a few of the items to check for. Just keep in mind, they are for you. After all, no one likes to get an incorrect check.

THE MEDICAL MINUTE

Where will you go for treatment?

Emergencies are situations that happen suddenly and require immediate action. When you have an emergency--you have a choice of where to go to receive treatment.

Unless the emergency is truly life threatening you should first try an urgent care center. The emergency room should be used as a last resort or if patient's life is in danger.

Controlling the use of hospital emergency rooms is important in holding down health care costs.

For your health's sake----and your pocketbook's sake----be 'HEALTH CARE SMART'.

(Please refer to your PHP or Burlington coverage instructions for further details).

SHOP NEWS

The Shop has a new employee, Richard Brown. He came to the Shop in March.

The Shop has the following to report on Safety concerns that were brought up in our recent Safety Awareness Seminars.

Parking Lot

1. *A video tape of the parking lot was made on all three shifts.*
2. *Painted arrows are being painted in the parking lot.*
3. *Speed limit signs have been ordered.*
4. *Larger reflectors have been installed at main entrance off the main road.*

Preparation

1. *The Shop has corrected the lighting problem in the Warehouse.*

Motorized Vehicles

1. *The Shop is Working on inspection sheets for Cushmans and Pallet Jacks.*

Cloth Room

1. *The Shop has started to work on loose grating and sharp metal tops.*
2. *We have ordered new floor mats.*
3. *A new curve will be installed 4th of July and one Eagle will be overhauled.*

Concerns of WMO

1. *We have a contractor looking at restructure of monorail so it may be used by Team 4.*

General W.R.

1. *Loose grating in floor of Weave Room is in the process of being repaired.*

The Shop First Aid Committee for April are:

Gurney Liggins
William Cox
Thomas Lea
David Totten

THE READING LAB

The Reading Lab has had an excellent first year here at Williamsburg since it began in February of 1990. As of March 30, there have been a total of 209 employees participating with 90 employees enrolled in the program at the present time. With a lot of hard work, 65 employees have graduated from Phase I and 4 employees have received their GED.

Congratulations to the following employees who have completed Phase I. They were recently recognized at the Appreciation Dinners on April 11.

Phase I Graduates

1st Shift	2nd Shift
Edith Bell	Richard Overman
Phyllis Ruffin	Brenda Clark
George McFarling	Betty Blackwell
Dannie Cobb	Betty McLaughlin
Cora Sellars	

3rd Shift

Russell McLaughlin
Frank Wrenn
Vickie Lambert
Nellie Andrews
Joe Pickard
Dorothy Slade

If you would like to be in the Reading Lab and have not signed up, please contact your supervisor and have your name added.

The Reading Lab

Congratulations to those employees on completing Phase I in the Reading Program.

First Shift	Second Shift
Dinah Jeffers	David Bowers
Joyce Evans	Rickie Gwynn
Ronald Hardy	Cynthia Bigelow
Annise Foster	Fentre Graves
John Farmer	Buddy Ayers
Bobby Brown	Anita Boyd
	David Fulmore
	Teresa Gardner
	Larry Gunn
	Brian Harrison
	Kenneth Johnson
	Richard Hall

Third Shift	
Florence Graves	David Graves
Kenneth Harrelson	Willie Graves
Rita Oakes	Linda Mangum
James McClain	James Pyrant
Savannah Turner	Robin Thaxton
Robin Kivett	David Pyles
Rhonda Myers	Donald Mims
Teresa Evans	Darlene Totten
Renee Hatchett	Anita Totten

Also, congratulations to Arthur Tillotson, Richard Hall and Larry Gunn. They recently passed the GED.

Currently, there has been a total of 228 employees who have had the opportunity to participate in the Reading Lab. Of these, 99 employees have graduated, 90 are currently enrolled, and 7 have passed the GED.

Thanks to everyone for making this program so successful. If you are interested in participating in the Reading Lab and have not yet signed up, please see your supervisor or Personnel.

Bonnie Thompson
Reading Lab Student

Shop News

1. New employees: Jeff Overman, Julie Hambright, and Charlie Rice have joined the crew.

2. Work on gantry is nearing completion, wiring of looms, and air conditioning duct remains as not completed.

3. 100 new grates for floor returns have been ordered.

4. Safety

a. Speed signs installed in parking lot.

b. Reflectors at driveway are installed.

c. P.M. program for cushman and pallet trucks started.

d. Floor mat for Cloth Room Started.

Congratulations to the following employees who recently received certificates for Maintenance MPACT Training:

Charles Lee
David Totten
Clarence May
Chuck Dunham
Gurney Liggins
Jerry Wood
Bruce Allen
Wayne Kernodle

Service Awards

April, May, June

25 Years	10 Years
Beatrice Bigelow	Kim Brandon
Bertha Bushnell	
Marshall Chandler	5 Years
Donald Foster	
Louis Hall	
Oscar Swann	Dandrea Corbett
	Bobby Faucette
20 Years	Sandra Oliver
	Dale Richardson
McArthur Graves	William Totten
James Totten	Cecil Travis
Alice Wilson	Josephine Williamson

15 Years

John LaPlanche
Jerry Swann

Reminder: If you have recently moved or your address has changed, please notify your supervisor or personnel so that we may correct it in your personnel file.

Team Beat

We're On The Same Team

When I ask you to help me "get the job done" and you tell me "no," it can't be done, "it's too much trouble," "it's not my job"; I wonder if you forget that **WE'RE ON THE SAME TEAM?** I'm not deliberately trying to give you a hard time, aggravate you, or cause you anger. I realize your priorities may not be the same as mine. All I ask is that you understand that I am trying to do my job the best I can, just like you. We both have our own unique problems related to the performance of our duties, as well as our own methods for handling these problems; but our goal is the same. We are both striving for the same thing - success! What is success? The definition in personal success is whatever you want it to be. But, we can't succeed without each other. I want you to achieve your highest goals; because if your goals are attained, mine will be also. If I make a mistake, and I will, please remember I didn't falter deliberately just to make your job more difficult. I am a professional just like you, but I am not infallible. I make mistakes just like you. Let's work together to understand and resolve our problems so we can get on with the business of succeeding. Let's work together with genuine respect for our differences as well as our similarities. Let's make every effort to be more flexible in our attitudes towards each other. Please, let's remember

WE'RE ON THE SAME TEAM!

Unknown Author

P.S.
Thanks to 2nd Shift for Submitting this article!

Burlington Industries

Certificate of Achievement

given to

_____

for completion of Phase I
Reading Enrichment Program
Burlington Industries Workplace &
Piedmont Community College

Plant Manager	Director of Literacy
Personnel Director	Instructor at Burlington Industries

BI APPENDIX 4

LIST OF SOFTWARE

LIST OF SOFTWARE
BURLINGTON INDUSTRIES

SKILLS BANK II	**SOFTWRITERS DEVELOPMENT CORP.** 825-D Hammonds Ferry Road Linthicum, MD 21090 1-800-451-5726 or 1-301-426-4460
PROJECT STAR	**HARTLEY COURSEWARE, INC.** P. O. Box 419 Dimondale, MI 48821 1-800-247-1380 or 1-517-646-6458 FAX # 1-517-646-8451
BASE (BASIC ACADEMIC SKILLS FOR EMPLOYMENT)	**SMYLE EDUCATIONAL ENTERPRISES** P. O. Box 37333 Charlotte, NC 28237 1-704-366-0019
BLS INC. TUTORSYSTEMS	**WOODMILL CORPORATE CENTER** 5153 West Woodmill Drive, Suite 18 Wilmington, DE 19808 1-800-545-7766 1-302-633-1616
GED-2000	**EDUCATIONAL SOFTWARE & MARKETING** Developed exclusively for **STECK-VAUGHN COMPANY** 827 Brazos P.O. Box 2028 Austin, TX 78768
THE COMPREHENSION CONNECTION **THE WRITING WORKSHOP**	**MILLIKEN PUBLISHING CO.** 1100 Research Blvd. P. O. Box 21579 St. Louis, MO 63132 1-800-643-0008 1-314-991-4220
MISSING LINKS	**SUNBURST COMMUNICATIONS** 39 Washington Avenue Pleasantville, NY 10570 1-800-431-1194 or 0-914-769-5030 (call collect)

THE BANKSTREET WRITER III & TEACHER TOOLS PROGRAM	**SCHOLASTIC, INC.** 2931 East McCarty Street Jefferson City, MO 65102 or **SCHOLASTIC SOFTWARE** 730 Broadway New York, NY 10003
WORD ATTACK PLUS	**DAVIDSON & ASSOCIATES, INC.** P. O. Box 2961 Torrance, CA 90509 1-800-556-6141 (Customer Service) 1-213-534-2250 (Sales)
READING & CRITICAL THINKING	**QUEUE** 338 Commerce Drive Fairfield, CT 06430 1-800-232-2224 or 1-203-335-0908
MAVIS BEACON TEACHES TYPING	**BYTES & PIECES** 6 Fox Road P.O. Box 525 East Setauket, NY 11733 1-800-338-3475

Revised 5/91

BI APPENDIX 5

SAMPLE LEARNING CONTRACT

BI APPENDIX #5

_____ Quarter _____

LEARNING CONTRACT

Learner _____ Learning Experience _____

What are you going to learn (objectives)	How are you going to learn it (resources & strategies)	Target date for completion	How are you going to prove that you learned it (verification)

BI APPENDIX 6

TESTIMONIALS

TESTIMONIALS ABOUT THE BURLINGTON INDUSTRIES READING LAB

Hubert Tilley: BI Employee - Oiler Date: 2/21/91

Since being in the Reading Lab, Hubert's church has noticed a marked improvement in his reading ability. When he began the Reading Lab, he was unable to read -- he memorized words. Now he is able to read simple sentences and has recently given a 45-minute oral discourse on his beliefs. He credits the Reading Lab for bringing him this far.

P.S. Hubert dropped out of school between the 8th and 9th grades and was barely able to read at that time. Hubert is about 55 years old and is an "oiler" at BI.

Bob Smith: BI Employee - Shop Date: 3/8/91

Bob is a virtual non-reader who says that he may extend his retirement to be able to stay in the Reading Lab. He just started the Lab this Spring quarter. He has been a BI employee some 30+ years.

Vernon Zimmerman: BI Cloth Room Manager Date: 3/27/91

Vernon Zimmerman, Cloth Room Manager, stated that those employees who have been in the Reading Lab (all but 2 or 3 of his employees) have learned the new computer terminal system (BARCO) rapidly and effectively. He attributes this success directly to the Reading Enrichment Lab.

Robert Watlington: BI Employee - Production Machine Tech. Date: 5/2/91

During a faculty/Reading Lab evaluation with Robert, he made several positive comments. Below are his paraphrased comments:

* The Reading Lab is the best thing that BI has ever done for its employees.

* The Reading Lab is an answer to prayer.

* The Reading Lab has helped him to learn to read, and gives him great pride and satisfaction.

Patty Gibson: BI Personnel Director Date: 4/ /91

During a tour, Patty Gibson, BI Personnel Manager, stated that since the Reading Lab started:

1. Employee morale is up
2. Attendance is up
3. Turnover is down
4. AND -- loom efficiency has improved

Testimonials
Page Two

Keith Madkins: BI Employee -Production Machine Operator DATE: 8/26/91

Keith Madkins is a weaver (PMO) on 2nd shift who has been in the Reading Lab for only one quarter. He scored high enough on his TABE Reading Pre-Test to qualify to graduate from the Lab in Phase I after one quarter. He was so disappointed about leaving the Lab at the end of the Summer Quarter that he:

* Asked the instructor if he could stay in the Lab longer and was disappointed when he learned he would have to graduate.

* Deliberately did poorly on his post-test in order to stay in the Lab. When confronted with this, he just grinned.

Thomas Lea: BI Employee - Production Machine Tech. DATE: 8/12/91

Thomas Lea is a PMT (Production Machine Technician) on third shift. He realized that he would only be in the Lab one quarter after his TABE Pre-Test Reading scores were shown to him. He was in the process of studying "Gateways to Math" and wanted to know how he could get into the Lab again to finish studying the math.

Robert Totten: BI Section Supervisor DATE: 6/91

Robert Totten is a third shift weave room supervisor. He had made the comment that this Reading Enrichment Lab had done more to boost employee morale than anything he had seen in 27 years of working for BI.

Craig Trumbo: Third Shift Weave Room Supervisor DATE: 6/91

Craig Trumbo, who is the third shift Weave Room Supervisor, was talking about the impact of the MDT (Management Development Training) classes on one of his supervisors who is enrolled in the Lab. He said there was a dramatic improvement in this particular supervisor's verbal and written communications. He said this improvement is directly related to his enrollment in the Reading Lab.

Robert Sills: BI Plant Manager

Robert Sills, the Williamsburg Plant Manager, has said on several occasions to visiting groups of customers and junior BI executives that the need to better educate their employees will be critical to BI becoming a "World Class" manufacturer. He has stated that the BI Reading Lab is an integral part of an overall plan to be such a factory within five years.

Jeremiah Jefferies: BI Weave Room Supervisor
Caswell County Commissioner DATE: 1/23/92

At a recent Caswell County Commissioners meeting, Mr. Jeremiah Jefferies stated to the Commissioners and audience that, "The Reading Enrichment Lab is the best thing that BI/Williamsburg had ever offered to its employees."

RESPONSES RECEIVED TO BI READING LAB QUESTIONNAIRE

"I know I have learned a lot this past year. I was reading to my grandson the other day and he couldn't believe it. I could see how proud he was of me. I am proud of myself. I know now that I can learn."

"I was kind of embarrassed when I first started this class. But, I looked around and everyone was trying to learn. No one was watching me. I wanted to learn too."

"I had company this weekend. All they wanted to do was talk, talk, talk. My wife told me I was a grown man and I should understand. But, they talked on and on about racing, fishing, and everything under the sun. I wanted them to go home so I could read my book!

Wanting to read has gotten in my blood. I'm going to stay until you kick me out."

"I stayed in the first grade three years. My teacher kept me until I was too big for her class, then she sent me on. I didn't learn anything. This thing here (the computer) has helped me and and you (teacher) have helped me more in these few months than I learned in all those three years put together. I wouldn't take anything for this opportunity. I always wanted to learn but the time and place never seemed right. The job I have now doesn't require any brains -- I want a job that makes me use my brains instead of my (physical) strength."

"I have a reading problem. I'm dyslexic. The letters get mixed up on the page. I have learned to concentrate and take my time reading. I know most of the small words. I want to learn more big words.

My wife is very smart and my children and grandchildren are smart. I want to be smart, too."

"When I started in here I couldn't read anything. Now my wife can leave me a note if she's not home or (where she is) with one of the children. When I go to the grocery store now I can take my list. Before I had to always remember what I was supposed to bring back.

I always got upset when they changed aisles at the grocery store. Now when they change things around I can read the sign hanging up over the aisle."

BI APPENDIX 7

WORKPLACE INFORMATION FORM

PIEDMONT COMMUNITY COLLEGE
NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Industrial Site _____

Quarter _____ Date Submitted _____

Part 1. Program Parameters

1. Target No. to be Served: _____

2. No. Served at Each Site to Date:

   Site 1:_____ Site 6:_____
   Site 2:_____ Site 7:_____
   Site 3:_____ Site 8:_____
   Site 4:_____ Site 9:_____
   Site 5:_____ Site 10:_____

3. Total No. Served:_____

4. Fed. Funds Obligated:_____

5. Matching Funds/In-Kind:_____

6. Value Release Time:_____

7. # Participating in Programs Offered:

   Basic Skills:_____
   GED_____
   ESL_____

8. Contact Hours Provided:_____
   (number of teaching hours that workers receive)

Part 2. Participation Date

1. Mean Age Participants:_____

2. Sex:# Males_____ # Females_____

3. Race/Ethnicity: No. Who Are:

   White_____ Am. Indian/Alaska
   Black_____ Native_____
   Hispanic_____ Asian/Pacific
   Islander_____

4. # Single Head of Household:_____

5. # Limited English Proficient:_____

6. Outcomes — No. Participants

   a. Tested higher on basic skills _____
   b. Improved communication skills _____
   c. Increased productivity _____
   d. Improved attendance at work _____
   e. Increased self-esteem _____

7. Yrs. with Company — # Participants

   Unemployed _____
   0-5 _____
   6-10 _____
   11-15 _____
   16-over _____

BI APPENDIX 8

SUPERVISOR QUESTIONNAIRE

READING ENRICHMENT LAB
SUPERVISOR QUESTIONNAIRE
FOR FALL QUARTER

Supervisor:_____ Date:_____

Thank you for your help in returning the questionnaires for the Summer Quarter. Now that we have just concluded the Fall Quarter, we need to evaluate your employees that were in the Reading Lab during the Fall Quarter. Again we have attached a list of employees in case you have forgotten who was in the lab. Your help with these questionnaires is greatly appreciated. We hope that the Lab is having a positive impact on your employees. If you have suggestions for improvement, please let us know

It is important that we evaluate the affect of the reading program on the daily performance of the employees on the job that are enrolled in the reading program. Supervisors are in the best position to fairly and accurately do this. We realize that you are very busy people and we appreciate the time that you give to go over this questionnaire.

This form has been designed so that we do not know the identity of the employee that you are evaluating. The students will not see these forms nor will they be used to grade the students. They will be used to see how effective the reading program is in areas other than academics.

We realize that some of these items are difficult to evaluate. However, we are requested to return this information to the U.S. Dept. of Education on a quarterly basis to verify to them that we are using the grant monies correctly. We appreciate your help with this evaluation.

Please read the instructions carefully. If there are any questions, please contact the On-site Coordinator, David Bess, ext. 135. Thank you.

Instructions:
1. It is suggested that you write the names of your employees that are in the Reading Lab on a sheet of paper and give them a number starting with #1.
2. Use this number system to represent the employee as you evaluate them below.
3. You may wish to keep this number list for your own records or you may discard it.
4. Thank you again for your help with this form and all of the support that you have given the Reading Lab program.

IMPORTANT: PLEASE RETURN TO READING LAB MAIL SLOT BY FRIDAY, 12/13/91!

Employee #1	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #2	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #3	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #4	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #5	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #6	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #7	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #8	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #9	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same
Employee #10	Improved Communication Skills	Yes	No	Same
	Increased Productivity	Yes	No	Same
	Improved Attendance	Yes	No	Same
	Increased Self-esteem	Yes	No	Same

BI APPENDIX 9

EMPLOYEE QUESTIONNAIRE

BURLINGTON INDUSTRIES
AND PIEDMONT COMMUNITY COLLEGE
READING ENRICHMENT LAB
STUDENT SURVEY QUESTIONNAIRE
12/90

Introduction

* This survey was administered during the Winter Quarter on first and second shifts.

* There were 42 respondents to this survey.

* Not all students answered all questions.

NAME _____ CLASS TIME _____ DATE _____

1. Why did you sign up for this class?

_____

_____

2. What do you hope to gain from this class?

_____

_____

3. Have you ever been enrolled in an Adult Education Class before?
Yes_____ No_____

4. Did you have a good experience? Yes_____ No_____

5. How would you describe your past experience with school?
Very Good_____, Somewhat pleasant_____, Bad experience_____
Very bad experience_____

6. How old were you when you left school?
8-10 yrs._____, 10-14 yrs._____, 15-18 yrs._____

7. What kinds of things are you good at?

_____

_____

8. What do you like to do in your spare time?

_____

9. What one thing would you most like to be able to read?

_____

10. Do you have a place to study at home? Yes_____ No _____

11. Is there someone at home that could help you with your reading?
Yes_____ NO_____

12. What do you like most about your job?

_____ _____

13. Do you have to read anything on your job? Yes_____ No _____

14. What kind of job would you like to have in five years?

_____

15. How do you feel about the reading program?
Good_____ Very good_____ Fair_____Very poor_____

16. Are the topics read or discussed easy to understand?
Yes_____ NO_____

17. Are you comfortable with your reading plan of study?
Yes_____ No_____

18. Do you feel your reading program is effective? Yes_____ No_____

19. Does the instructor deliver material clearly and effectively?
Yes_____ No_____

20. Are handouts and other reading materials used to help you learn?
Yes_____ No_____

21. Are you comfortable with your instructor? Yes_____ No_____

22. Do you feel your reading materials are adult oriented?
Yes_____ No_____

23. Do you feel the reading program will help you on your job?
Yes_____ No_____

24. Do you feel the reading program will help you in your personal life?
Yes_____ No_____

25. Do you feel you are tested too much? Yes_____ NO_____

26. Have you been able to see any improvements in your ability to read written material? Yes_____ No_____

27. What would you like to change about the reading program?

_____

_____

28. What suggestions can you offer for improvement in the reading program? _____

_____

29. What do you think will help you most in reaching your goals?

_____

_____

30. Do you feel the reading lab has adequate supplies, equipment, and other materials necessary for progressive learning?
Yes_____ No_____

BI APPENDIX 10

RESULTS OF CONFIDENTIAL EVALUATION

RESULTS*

SUPERVISOR'S CONFIDENTIAL EVALUATION
OF THE READING ENRICHMENT LAB
3/4/91

Supervisor.

In an effort to receive constructive evaluation and criticism of the Reading Enrichment Lab. we (Piedmont Community College) are asking you to take a few minutes to give us your honest evaluations and ideas. This information will be totally confidential. unless you want your name attached. We will use this information in a general way (such as: 12 supervisors state that they would like a tour of the lab). Thank you for all of the cooperation that we have received from all of the supervisors since this lab began!

Please follow the directions below:

* Answer the questions honestly and thoughtfully
* Separate this form from the employee evaluation forms
* Do not sign this form unless you want to
* Return this form to the Reading Lab mailbox or office by this Monday, March 11, 1991.

1. How familiar are you with the content of material being taught your employees in the Reading Enrichment Lab? (circle one)

Not at all familiar (4)	Somewhat familiar (11)
Familiar (6)	Very familiar (2)

2. Would you be interested in a tour of the Reading Lab to see some of the material taught employees in the lab? (circle one)

Yes (16)	No (5)

3. Do you feel that the Reading Enrichment Lab has had a positive impact on the employees? (circle one)

No positive impact (0)	Positive impact (17)
Somewhat of an impact (1)	Very positive impact (7)

4. Please circle which areas have been positively impacted (if any at all).

Attendance (1)	Self-esteem (19)
Productivity (1)	Attitude (11)
Ability to read (14)	Team spirit (4)

Other *Communication among team members.
*Filling better about selves.
*Caring of Burlington toward employees.
*Pride and trust in B.I.

*Twenty-three supervisors were surveyed, Not all questions were answered by supervisors.

5. How much effort did you make to explain to the employee, after he or she participated in the lab, how you expect the employee to be more accountable on the job because of being in the lab? (circle one)

No effort (7) Some effort (5)
A definite effort (1) Very strong effort (3)
Never thought about it before today (5)

6. What other comments, if any, do you have to make about the Reading Enrichment Lab or about your employees' participation in it?

* Best benefit for employees.

* People with high school diploma should not be in lab. Ones who really need it should have 1st opportunity.

* They enjoy it!

* Apprehensive employees before lab - after - employees expressed appreciation and approval.

* Overall improvement of attitude, self-esteem, etc.

* One of top 3 programs were offered B,I. employees. Comments from within plant about lab and PCC employees "outstanding" to "very outstanding".

* One supervisor was disappointed by lack of enrollment by his/her employees.

* More job specific curriculum needed,

* Encourage further education!

* The Reading Lab is a positive step in workforce. Upper management most constantly point out its importance. If it not, supervisors will resent employees being off the job.

* Employees need to be told how they are doing in classwork and test.

* There is poor communication between lab and personnel. Supervisors are left out in dark about what is going on.

* Can help all employees better their jobs,

* Self-esteem is a big factor to all avenues of learning.

* I feel that it is a very good program and it helps the employees' attitude and self-esteem and it increased his/her productivity. It makes them feel that the company cares about them.

BI APPENDIX 11

DISSEMINATION

PIEDMONT COMMUNITY COLLEGE AND
BURLINGTON INDUSTRIES READING ENRICHMENT LAB
DISSEMINATION OF INFORMATION/TOUR DATA
11/90 - 8/91

DATE	GENERAL DESCRIPTION	# VISITED
11/01/90	BI Customer Tour: Businesses such as Monsanto (Illinois), La-Z-Boy (Illinois), DuPont (Delaware), Bench Craft (NC), Schweiger (NC) and other nationally known furniture manufacturers	20
11/08/90	BI Supplier Tour: Businesses that supply raw materials to BI such as Cone Mills (NC), Monsanto (Illinois), Precision Yarns (NC), Glen Raven Mills (NC), as well as Clemson University and the U.S. Wool Bureau	25
11/13/90	Carolyn Crowder from Paul D. Camp Community College in Franklin, Virginia	1
11/13/90	BI Junior Executives from various plants within North Carolina	19
11/19/90	Judy Goodnight, The Training Transfer Company (North Carolina)	1
01/14/91	BI Executives from Corporate Headquarters (Greensboro, NC) and controlling BI Investors from Equitable Insurance Co., New York, NY	7
01/31/91	Dr. Eunice N. Askov from Penn State University (Project Evaluator)	1
02/26/91	Cone Mills Representatives (NC) visited with the intention of evaluating the Lab and establishing a similar program at Cone Mills	8
03/13/91	Representatives from Randolph Community College, Asheboro, NC	3
03/17/91	Olav Staushal, Burlington House Finishing, Product Development Manager (NC)	1
04/04/91	BI Smithfield (NC) Plant Representatives	3
04/17/91	N.C. State University School of Textiles Students, Raleigh, NC	20

05/06/91	Restonic Mattress Bedding Company Representatives (NC)	5
05/07/91	BI Pioneer Plant (Burlington, NC) visiting employee teams	10
05/07/91	Sears and Roebuck Co. Purchasing Representatives, Ontario, Canada	5
05/09/91	Director and Co-Director of Adult Literacy from N.C. State Univeristy, Dr. Bruce Poulton (former Chancellor of N.C. State) and Chuck Lanscomb, Raleigh, NC	2
05/22/91	Professors from the N.C. State University School of Textiles, Raleigh, NC	16
05/23/91	Representatives from Milliken Mills (Georgia) and South Carolina) evaluated the Lab to help them in establishing a similar program	2
06/18/91	Deborah Gaddy from Forsyth Technical Community College (Winston-Salem, NC)	1
08/20/91	BI Pioneer Plant Executives (NC)	2
11/17/91	BI Williamsburg Plant 25th Anniversary Open House	600+
	TOTAL # OF PEOPLE	752
	TOTAL # OF TOURS	20

There have been at least four interviews conducted by the media to acquaint themselves with the Lab:

* Channel 8 News, Greensboro, NC
* Associated Press Interview
* Daily Times News, Burlington, NC
* Danville Register and Bee, Danville, VA
* Caswell Messenger, Yanceyville, NC

Also, all new BI employees are given a tour of the Lab during their orientation process.

On a bi-annual basis, all BI/Williamsburg Supervisors are given a tour of the Lab.

PCC

Piedmont Community College

October 2, 1990

Robert Miller
Vance-Granville Community College
P.O. Box 970
Henderson, NC 27536

Dear Robert:

Enclosed is the information you requested regarding our National Workplace Literacy Grant. I am also enclosing a site visit to Burlington Industries' Williamsburg Plant for Leo Kelly and two of his literacy staff from your college. The site visit will be conducted within the next two weeks, hopefully. If your schedule permits, you are welcome to join us.

Should you like to discuss the enclosed information or grant with me further, do call on me. Hope to see you at NCCCAEA!

Sincerely,

Debra B. Inman/sg

Debra B.Inman
Director
Adult Literacy Program

DBI:sg

Enclosures: One page abstract of grant
List of software
Organizational chart for workplace project
Sample schedule

cc: Dr. James Owen
Jackson Elliott
David Bess

Person County Campus
Post Office Box 1197
College Drive
Roxboro, North Carolina 27573
(919) 599-1181

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION COLLEGE

Caswell County Campus
Post Office Drawer T
Community College Drive
Yanceyville, North Carolina 27379
(919) 694-5707

COLLINS & AIKMAN APPENDIX

C&A APPENDIX 1

JOB SPECIFIC CURRICULUM/AUDIT

TOTALS FOR JOB ANALYSES AND JOB-SPECIFIC CURRICULUM

Departmental Curriculums completed as of December 31, 1991	11
Job Positions which have undergone task analyses	143
Average gain on job-specific pre/post tests (in points)	43
Average gain on pre/post Cloze tests (in points)	25
Students/employees who have completed job-specific curriculum	13
Students/employees working in job-specific curriculum	33

JOB TASK ANALYSIS (AUDIT)

The Job Task Analysis at C&A was done by department. Each job position in each department was analyzed carefully and competencies needed to perform the tasks in each position were identified. A general description of the department was given and a detailed description of the positions in that departments, plus the tasks involved in each position was also given in the Audit Report. Following these entries, a listing for each position and competencies needed for that position was offered.

On the following pages, a section of the Audit Report containing the identified competencies for a Dye Quality Technician in the Exhaust Dye Department is found.

COMPETENCIES FOR EXHAUST DYE

DYE QUALITY TECHNICIAN

First Priority Competencies:

A. Communication skills
   1. Follow spoken sequential directions.
   2. Use the telephone to make and receive business calls.
   3. Interpret task-related communications such as following, clarifying, giving or providing feedback to oral instructions.
   4. Formulate and ask questions.
   5. Use appropriate non-verbal communication.
   6. Organize information into an oral report.
   7. Utilize English that is acceptable with supervisors, peers, and clients.
   8. Engage in appropriate social interaction with supervisors, the public, co-workers, and instructors.
   9. Initiate action in response to requests from the supervisor, instructor, or customer.

B. Critical thinking and problem-solving skills
   1. Demonstrate ability to differentiate, sort, and classify information.
   2. Identify effective problem-solving strategies such as formulating, evaluating, and choosing options.
   3. Solve problems and arrive at decisions as a team member in a work setting.
   4. Demonstrate ability to apply or transfer skills learned in one job situation to another.

C. Knowledge of workplace expectations
   1. Identify appropriate workplace and classroom behavior.
   2. Demonstrate appropriate ethical behavior for work and classroom.
   3. Identify general standards and procedures for personal hygiene.
   4. Demonstrate ability to solve interpersonal conflicts on the job.
   5. Identify situations in which employers and instructors usually expect work or school to have priority over personal affairs.
   6. Identify situations in which action should be preceeded by getting prior consent or advice from supervisor or instructor.
   7. Identify situations in which employee/student is expected to take the initiative to report an unsafe or unusual condition to supervisor or instructor.
   8. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion.

D. Read, understand, and use occupational computers

E. Use legible writing
   1. Print or write legibly in ink.

F. Read and interpret vocational vocabulary
   1. Read and interpret general vocational vocabulary.
   2. Read and locate information listed in alphabetical order.
   3. Utilize reference materials and glossary lists in vocational texts, manuals, and handouts.
   4. Identify abbreviations and symbols specific to the job.

G. Read and interpret written vocational materials
   1. Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.
   2. Read and interpret written instructions from instructor and supervisor.
   3. Read and interpret written sequential directions in textbooks, manuals and handouts.
   4. Read and interpret employee/student progress records in performance appraisals.
   5. Utilize table of contents, index, and appendices in textbooks, manuals and handouts.
   6. Read and interpret basic instructions and labels in operating equipment and utilizing supplies.
   7. Read and interpret charts, graphs, tables and forms.
   8. Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints.
   9. Read and interpret basic switches and dials.
   10. Read directions and interpret basic computer materials, e.g., printouts, software programs, etc.
   11. Read and interpret quality control tools, e.g., checksheets, graphs and diagrams, control charts, cause and effects diagrams.

H. Utilize occupational specific forms
   1. Record date, time, and other requested information on work forms, charts, and graphs.
   2. Write common abbreviations specific to the job.

I. Utilize occupational specific math
   1. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers.
   2. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using deminal fractions and/or percentages, e.g., counting money, calculating sales tax, figuring discounts.
   3. Determine mathematical equivalents by converting fractions, percentages, and decimal fractions.
   4. Compute averages using whole numbers, fractions, decimals, or percentages.
   5. Convert U.S. Standard to International Metric System of Measurement and/or vice versa.
   6. Determine approximations by estimating, rounding off numbers, and judging the correctness of the response.
   7. Perform matematical operations using equipment such as a calculator, cash register, business machine, and computer operated equipment.

C&A APPENDIX 2

PROMOTION AND RECOGNITION

The News & Observer, Raleigh, NC February 23, 1992

Employer brings classroom to work

Factories can't afford ill-prepared work force

Second of three parts

By KIM R. KENNESON
Staff writer

ROXBORO — From a cramped classroom off a factory floor, Collins & Aikman workers are forging their future in front of computer terminals. As letters and numbers flash across their screens, they correct misspelled words and figure ratios. They add and subtract fractions and finish incomplete sentences.

After an hour of class, these textile workers return to their jobs making cloth for some of the nation's biggest automakers. Most of the workers are highly proficient in their duties: Some have been doing the same task for nearly two decades.

But from another small office off the factory floor, Jerry H. Lee fears for the workers and the entire industry's future. He is the factory's human-resources director. And he knows that stagnation of workers' skills could drive Collins & Aikman out of business.

In the past 12 years, the plant's payroll fell from 2,000 to 1,400 while the volume of output steadily grew.

Only the most educated workers survived the gradual paring of the payroll. Twelve years ago, about half the workers had high school degrees. Now, only about 5 percent lack it.

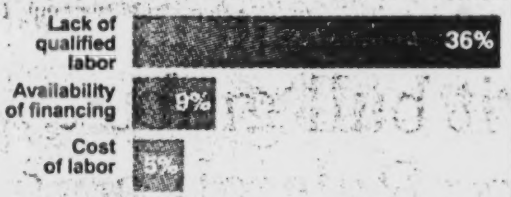
But Lee said that even a high school degree isn't a sure ticket to success. Like employers across North Carolina, he needs workers who can fix production problems by themselves. More importantly, they must be smart enough to spot problems in the first place.

"Just about every job in this factory has something to do with computers," Lee says. "These employees scan bar codes. They need to get and put data into a computer and identify defects. They need to know what to do when there are defects."

Lee is encouraged by the workers' progress in class, but he also knows that more complex machines eventually will produce better quality products, and he worries that workers won't be prepared to operate them.

Barriers to expansion

In 1989, 306 corporations in North Carolina were asked to list the single most important barrier to their future expansion. Three factors constituted the biggest barriers to half the employers.



Other barriers cited by fewer than 5% of the companies: weak demand for products; low-income workers; access to markets; access to technology; cost of materials; too much government regulation.

Source: Donald Tomaskovic-Devey, N.C. State University Department of Sociology

That's why, about two years ago, he agreed with Piedmont Community College in Roxboro to set up literacy classes at his plant. Collins & Aikman is one of 350 employers in North Carolina that have brought the classroom to their workplaces.

In most cases, these classes are organized jointly by the company and a local community college. The employer provides the classroom space and ensures that roughly eight workers will attend classes. In return, the community college provides the instructors and some teaching materials.

But in many cases, these classes are slow to produce results for employers. Experts say that's because the skills taught in those classes have little

See EMPLOYERS, page 8F

Employers bring class to job site

Continued from page 1F

relevance to the demands of factory work or the interests of workers.

"For some employers, the problem with workplace literacy is that they don't understand the problem; they just know they have a problem," says Thomas E. Faison, an analyst for MDC Inc., a non-profit research firm in Chapel Hill. "And in many cases, they don't want to invest what it takes to correct the problem."

Collins & Aikman is trying to break out of that mold by helping workers gear classroom skills to their factory work. So far, 143 workers have enrolled in the class and attend on company time.

While it's difficult to gauge whether the program has paid off in faster production or improved products, Lee is convinced the classes are creating a more astute work force by improving workers' self-esteem and their ability to communicate with one another and their supervisors.

Consider Ralph Stewart. A jovial worker who spends his days ensuring that cloth is not creased as it is put on huge rollers, Stewart learned how to figure ratios, a skill he now uses to figure the amount of flawed cloth that is discarded daily.

Before he enrolled in the classes, Stewart — a 25-year-old high school graduate — depended on a co-worker to work out the ratio problems. When the worker was transferred to another department, Stewart leaned on his boss.

Now, Stewart routinely works the ratios and enters the data into a computer that tracks the quality of products the factory makes. Outside work, Stewart says, he wants to help his nieces and nephews master algebra, a subject he never tackled in high school.

Linda Farrell, an educator at Piedmont Community College who designed the curriculum used by Stewart, says employees who can't master the basics can become costly problems at the plant.

"If these employees can't handle the basics, they usually ask someone else to do their task or they learn it by rote memory," says Farrell. "But if there is a problem in production, they don't know why or sometimes even if something is wrong. And mistakes just get repeated."

• • •

Next Sunday: North Carolina's community colleges face a tough task in training workers.

C&A Appendix #2-B

The News & Observer, Raleigh, NC February 23, 1992

Staff photo by Lance Powell

Ralph Stewart hopes to move from the shop floor to a supervisory position

Worker pursues chance to advance

Ralph Stewart is the youngest of six children raised by Person County tobacco farmers. He and two of his siblings work in a textile plant, one that is willing to hire workers without high school degrees.

A fourth couldn't get hired at Collins & Aikman and works at seasonal jobs at a tobacco warehouse. Stewart is the best-paid of his siblings, earning $7.28 an hour.

His job is to make sure cloth is not creased as it is put on huge rollers to be shipped to customers. The idea of escaping from the factory floor for a few hours a week to work on computers attracted him to literacy classes.

So far, he's applied little of what he has learned to his job. But he says the training has caught the attention of some managers who want to train him for a supervisory job.

"It's hard to move up in the factory to the office," he said. "But I'm going to stick to it."

The News & Observer, Raleigh, NC February 23, 1992

'Life-long learning' emphasizes job skills

The seeds of Linda Farrell's career in literacy began in her job as a weaver in a textile mill. Her paychecks paid for college tuition.

Now, she's returned to mill work. But this time, she is an educator and has custom-designed literacy classes for workers at a Collins & Aikman plant in Roxboro.

Brenda Clayton, who spent most of her career teaching children, instructs the classes that Farrell organized.

Both are employed by Piedmont Community College in Roxboro, which received a $300,000 grant from the U.S. Department of Education to set up the program. Collins & Aikman picked up the tab for the classes when the grant money ran out last year.

State officials consider the classes at Collins & Aikman a model because they aim to tie classroom work to skills needed on the job. More advanced students spend considerable time in the classes studying workbooks that teach them how to perform several jobs in the plant. Farrell wrote the workbooks.

"If these workers can't handle 11th grade curriculum, then they can't handle what's out there on the factory floor," Farrell says.

And many of the 143 students — most of whom are high school graduates — don't perform at the 11th grade level. So they spend much of their time slogging through basic literacy work — negotiating the elements of grammar and math problems.

Farrell

Clayton

'If these workers can't handle 11th grade curriculum, then they can't handle what's out there on the factory floor.'

— Linda Farrell, literacy educator

Still, the classes rarely are referred to as a literacy program because most workers can read and write and don't consider themselves illiterate. Instead, Collins & Aikman calls the classes "Life Long Learning."

Students begin their trek through the program by being tested and then assigned to one of four levels of literacy training. Each level has a set of computerized lessons. After mastering skills at each level, students receive certificates and get their photographs taken to hang on the classroom door. They then move on to the next level.

The employees set the work pace, and each works independently at one of the classroom's 15 computers. When the employees complete all four levels, Clayton assigns them to work through the specially-designed curriculum.

The curriculum helps workers understand how to perform various tasks in the plant. Each narrative section is followed by fill-in-the-blank and short-answer questions.

Some employees complain privately that the workbooks contained errors about some jobs. Farrell is continually updating them to ensure that they meet the plant's needs.

"These workers have to know how to run machines and so need to handle the instructions," she says. "And most of these machines work on computers."

— KIM R. KENNESON

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C&A Appendix #2-D

The News & Observer, Raleigh, NC
February 23, 1992

Staff photos by Lance Powell

Joyce Wrenn sees math as barrier to a job in payroll

Dreaming of a better job

Joyce Wrenn's dream job would be to work as a bank teller.

Instead, she makes do as an assembler at a Collins & Aikman plant in Roxboro, stapling together cloth samples to be sent to customers.

"It's just boring," she says of her daylong tasks.

She would love to be more involved with people. And she doesn't mind that tellers often are low-paid employees. After 19 years at Collins & Aikman, she earns $7.24 an hour, roughly what many tellers are paid.

Wrenn got married before graduating from high school and didn't even consider college. A year later, she joined Collins & Aikman.

She also dreams of being transferred from the factory floor to a desk job in the plant's payroll department. But as she sees it, her lack of math skills stands between her stapling job and a position elsewhere.

For that reason, Wrenn enrolled in the plant's literacy classes. Within a few months, she had worked through most of the program's basic curriculum and had begun studying textbooks on various jobs in the plant.

"To get into payroll, they said I needed to take all the math I could," she said.

Choice is dead end or push ahead

Andrew Nelson usually drives a forklift for Collins & Aikman.

But recently at work, he's been pondering the subtraction of fractions. As he sits in front of a computer in a classroom away from the drone of textile machinery, he is stumped by the math problem: 71.3 minus 12.4.

He may not use a calculator to find an answer. So he scribbles figures on a paper pad. Eventually, this burly textile worker finds an answer and types it into his computer. The next question then flashes on his screen.

Like most of his classmates at Collins & Aikman, Nelson is not illiterate: He can read and write. But the high school graduate believes his future at Collins & Aikman is tied to mastering math skills he never learned in high school.

"I would like to be a floor boss, you know, a lower-level supervisor," he says during a break in a recent class. "With 14 years at this company, I should be able to get some supervisory responsibility. But I don't know if I can get it without math skills."

Nelson, 34 and single, wants to stay at Collins & Aikman until he retires.

Each week, he spends two sessions of one-hour each in literacy classes. He's tackling algebra problems that intimidated him when he began the classes in the fall of 1990.

"In high school, I thought I never would need algebra," he said. "Now, as jobs open up around the plant, I see that I need it."

Andrew Nelson is taking the opportunity now to pick up math skills he passed up the chance to learn during high school

Fifteen employees were presented certificates

By Robert Campbell

The following (15) fifteen employees were presented Certificates of Recognition for completing one or more levels of training. We at Collins and Aikman are extremely proud of each one of you.

Brian Pugh, Betsy Knott, Lois Bradsher, Joyce Wrenn, Anthony Clayton, David Davis, Eliza Lea, Sandra Poole, Gerry Walthall, and Mary Wagner.

Also Virginia Faircloth, Steven Roberson, Betsy Holt, Cherrylen Rymal, and Alma Clayton

We have (83) eighty-three employees attending classes at the present time, with another (44) forty-four on a waiting list to start as soon as possible.

With the excellent progress all employees are making, we will have several openings very soon. Get your name on the waiting list as soon as possible.

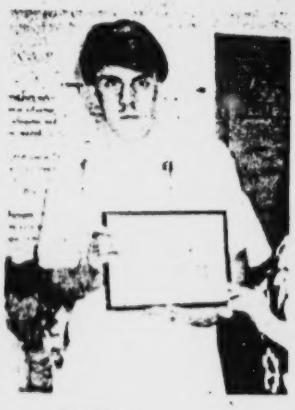
Learning is Life Long, we never stop learning until we leave this earth. This is an excellent method for our growth and the continuous growth of Collins & Aikman.

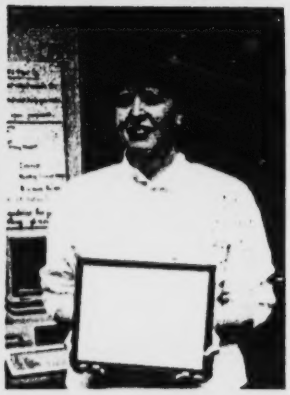
Photo at left is Alma Clayton, and Brenda Clayton.

Middle, left photo is Steven Roberson.

Middle, right photo is Mary Wagner.

Bottom photo is Sandra Poole and Betsy Knott.





C&A Spotlight, August 1990

GRADUATION

Joyce Carver

It is an honor and privilege to be here this morning, in the house of God. A place that I love and with the people that I love.

I would like to tell you why I went back to school and why it was important for me to get my diploma.

I quit high school at the age of 15.

I have always regretted quitting school. I missed growing up with the boys and girls and all the good times we shared.

When you quit school you lose all contact with your friends because you live completely different lives.

Most people do not want their children being friends with a high school drop out.

So you're alone with no friends and not old enough to get a job.

I started running around with older boys and girls. Then I started dating and not long after that I got married.

When I was old enough I went to work. My first job was at Four-Acre, and after that it was Roxboro Metal, Crown, Loxcreen, and then to Collins & Aikman, where I am presently working now.

A high school diploma was not required at that time.

I have worked at Collins & Aikman for seventeen years.

Things have changed a lot, you can not put in an application at any of those places unless you have a high school education.

Our plant started a program to encourage their employees to go back to school.

I was happy to enroll and was determined to get the diploma I have wanted so much for 35 years.

I put in a lot of hours studying. Going to work six and seven days a week and school five days a week was hard. But, every effort and every hour was worth it.

I took my test in March and passed it.

Passing my test and knowing I would get my diploma made me feel real good about myself.

Friday night, June 1, 1990 was one of the happiest times of my life. That was the night I graduated. It was like a dream come true. It was something I had accomplished myself, but I did not do it alone. I had friends that cheered me on and teachers that helped me.

Most of all I would like to thank God for the love, strength and courage. He enabled me to work and gave me the mind to accomplish my goal.

I realize it is not easy to be young. Young people need all the love and encouragement they can get from their parents and friends.

I say to you today, "stay in school and get your education while you are young. Now you have more time and it is not as hard to learn while you are young."

I thank God for all the graduates this morning. God bless you!

Thank You

Joyce Carver, 1990

C&A Spotlight, June 1991

Lifelong Learning moves forward

By Robert Campbell

Collins and Aikman's Lifelong Learning continues to enroll new associates. There are 72 associates that are now participating in the classes. There are eleven openings in the morning classes on Monday and Wednesday from 6-7, and 7-8 and 8-9. We have a computer open especially for you. Come and join us!

We have eleven associates who have completed the classes and were treated to lunch or breakfast to show support and appreciation by Ghani Khanani, Jerry Lee, and Robert Campbell. The following associates have completed level 4 in BASE: Gary Blalock, Anthony Clayton, David Davis Jr, J.W. Harrington, Henry King, Betsy Knott, Charlie Lunsford, Sandra Poole, Peggy Porterfield, Brien Pugh, and Randolph Royster. In addition, there are 15 other associates who have completed one or more levels in BASE.

Sandra Poole says, "The biggest thing the classes did for me is to motivate me to continue my education and to improve my skills." Another associate, Peggy Porterfield says, "these classes helped me to refresh my skills and also helped me to improve my critical thinking ability."

Top photo, left to right: Henry King and Ghani Khanani.

Bottom photo, left to right seated: Peggy Porterfield and Betsy Knott. Standing: Sandra Poole, Gary Blalock, David Davis, Jr., and Brian Pugh.

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C&A Spotlight, December 1990

Life Long Learning classes began at C&A last October

By Robert Campbell

The Life Long Learning classes began October 11, 1990 in the training room of the Main Plant at Collins & Aikman. We started the classes with (87) eighty-seven employees enrolled in (10) ten different sessions.

First, the employees were introduced to the use of computers to overcome their fears. Collins & Aikman is so committed to this program that they purchased (10) ten computers and built a classroom for this training. After the employees had relaxed and overcome their fears, they were introduced to a computer program called BASE. This program has all job skills for each job in our plant programmed in such a manner that the employee can key in his/her job title and the job skills for that job will appear on the screen. The employee, at that time can take different tests offered by this program to determine what skills they may need to improve. These skills are then taught to each employee at his/her own pace. Many other software programs are also taught to the employees that can be very helpful in the future. I would like very much to encourage each of you to get with your supervisor and sign up for these classes. We never get too smart to learn new ideas. The attendance of employees enrolled in classes has been excellent. The employees have expressed their feelings in the following ways...

a) Extremely proud of what they have accomplished
b) Enjoyment of what they have learned
c) LEARNING IS LIFE LONG AND LEARNING IS GREAT FUN

I look forward to seeing you in class.

Photoat left: Students overcome their fears of the computer while practicing.

Photo at right: Students are introduced to a computer program called BASE.

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C&A Appendix #2-I

The Courier-Times,
Roxboro, NC
September 28, 1991

Workplace literacy paying dividends to C&A, employees

Officials credit pilot program with improving self-esteem, communication skills among workers

By BRAD CREWS
C-T Staff Writer

Four days a week at its Main Plant in Roxboro, Collins & Aikman allows employees to go to school — and pays them for doing so, just as if they were on the job.

The classroom is located just outside of C&A's main offices and on Monday through Thursday in the mornings and afternoons, the classroom is full of eager C&A workers who have decided to improve their basic and technical skills.

"We're very pleased with how the program is going," said Jerry Lee, the company's personnel director.

C&A and Burlington Industries, both in conjunction with Piedmont Community College here, are piloting workplace literacy programs in their plants. The two organizations received one of 39 grants offered by United States Department of Education. The grant C&A and PCC received totaled approximately $300,000.

"The grants were designed to have these 39 different institutions come up with some literacy training for business and industry and use that as a guide or stepping stone to create other literacy programs," Lee said.

C&A offered the facility and its employees as students, while PCC supplied the personnel to run the program.

From all reports, C&A's workplace literacy program is enjoying enormous success.

Linda Ferrell, site coordinator, said that departmental supervisors have told her that the employees are getting more than just basic knowledge out of the program.

"What they tell me is that 85.8 percent of the employees in the program have experienced a boost in self-esteem and 60.2 percent have improved communication skills," Ferrell noted.

The percentages were figured by an evaluation completed by the supervisors, Ferrell said.

Brenda Clayton, the instructor, said that teaching the 90 students is challenging.

"It's been a challenge placing a person at a level that they should start at that's not too easy and not too hard. It's also been a challenge trying to follow up on where they are and making sure they're not having any problems learning the new curriculum," Clayton said.

Clayton was not the only one who faced challenges with the program.

"One of the major challenges I found was trying to acclimate myself to a business environment from an education environment," Ferrell said. "They are two different worlds. Meshing both perspectives into a joint partnership was one of the biggest challenges for me personally. It's just a different way of looking at things."

Ferrell designed job-specific curricula for the literacy courses.

Linda Ferrell ...
... Site coordinator for C&A's workplace literacy program

The job specific material contains questions about the employees' jobs and the machinery they use.

Ferrell said the material usually helps the workers learn something new about their jobs or reminds them of details they may have forgotten.

She emphasized that the C&A employees helped her immensely in developing the curriculum.

"They understood I was asking dumb questions because I really didn't know," about the specific jobs, Ferrell laughed.

When the classes were first being offered, C&A had no problems in recruiting students, Lee said.

"We explained how important this was, not just to Collins & Aikman as a company, but to each person as an individual," Lee said. "We explained that nobody's job was in jeopardy because they did not have a high school diploma. We weren't going to do anything with their job or anything like that. We just told them that their chances for advancement were much slimmer because of the deficiency."

C&A pays the employees their regularly hourly wages for taking the courses. If it's possible, workers go to the class during work time. If that cannot be arranged, they can either attend before or after their work shifts.

Lee has been so impressed with the program that has begun expanding it to C&A's Knit and the Elm plants.

Lee said that both PCC and C&A are "committed" to the workplace literacy program and that C&A intends always to be involved with what "life long learning"

(Staff photo by Ken Martin)

Workplace literacy program, for which Brenda Clayton (background) is the instructor, has given C&A employees Garnell Oakley, Bruce Cash and Kathy Royal something new to smile about.

C&A workers tell how program has made a difference for them

By BRAD CREWS
C-T Staff Writer

The smile on Garnell Oakley's face stretches from ear to ear, evidence that Oakley, a grandmother, is very happy about something. Indeed, she is a picture of self-confidence. She's beaming.

Why is she so proud? Garnell Oakley has learned to read.

Oakley is just one of the success stories produced by Collins & Aikman's workplace literacy program. Others are benefiting from the programs as Kathy Royal, a Wet Finishing Department worker who is currently taking classes, and Bruce Cash, a Maintenance Department employee who just finished Level 4 skills, the highest level offered in the C&A workplace literacy program.

On Wednesday morning Oakley, Royal and Cash talked about what the program has meant to them.

"I have more confidence in myself now," Oakley said. "When I get a peice of paper now I'm not frightened, because I know I can read it."

The fourth grade was the farthest Oakley advanced in public school. Cash and Royal are high school graduates, but they returned to the classroom because they wanted to learn more.

"Most of our students are high school graduates, and they're coming back to brush up on things they've forgotten or to learn things that were not taught," said Brenda Clayton, the instructor.

"You'd be surprised at what you lose over the years," said Royal. "That's why I enjoy the classes because it's bringing it back."

Now that Cash has finished the program at C&A, he has begun taking correspondence courses and hopes to take even more classes.

> *"I have more confidence in myself now. When I get a peice of paper now I'm not frightened, because I know I can read it."*
>
> — Garnell Oakley
> C&A employee

"I'd like to take something like physics or chemistry," he said.

Oakley, Royal and Cash all agreed that when they heard about the courses, they wanted to enroll.

"When they first announced it, that's when I decided I wanted to jump in on it," Royal said.

When Oakley attended her first class, she quickly discovered that the instructor assumed the students already could read. After the first day, Oakley wanted to quit.

"They (the instructors) came and got me," she said. "They said they had a program for me to learn to read. So I got into that and I looked forward to coming every Tuesday and Thursday."

All three of the students requested homework; they even said they enjoy doing it.

"I have homework because I want it," Royal said. "It will help me when I come back and take the test."

Each time a student completes a level, his department supervisor presents him a certificate. Oakley said she hoped to fill up her hallway with certificates.

Employees, such as Cash, who complete all four levels are treated to lunch with C&A top management.

All three of the students are pleased with their accomplishments.

"I have more confidence in my abilities in math," Cash said.

"It's helping me a lot on the job," Royal said. "The whole class is really helping me both inside and outside (of C&A)."

Royal said her views on school have even changed.

"You'd be surprised, if you can't read, at the things you really miss" on the job, said Oakley, who works in the Slitting Department.

One of Oakley's responsibilities is to get a single item of information from a computer printout. She confessed that she had memorized what to look for on the printout, the rest of which she was unable to read. But now, she says enthusiastically, she takes pleasure in reading the entire printout.

"I like it now that I can understand it a whole lot more, and I've got my children that are pushing me."

Oakley also has someone who is giving her support, her grandson who is in the fourth grade.

"We are on the same level and his books really help me, too," Oakley said.

All three students said they were appreciative of C&A for offering the classes.

"I've really learned a lot since I've been coming," Oakley said. "It's one of the best things that ever happened to C&A."

C&A Spotlight, October 1991

CONGRATULATIONS

"LLL"

Life Long Learning

By: Robert Campbell

Good things are happening in the LLL classes this month. The following associates have completed all levels offered at C&A: Everette Fountain, Michael Rowland, Lois Bradsher, Bruce Cash, Ralph Stewart, Mary Wagner, and Linda Stone.

We also had the following associates complete one or more levels this month: Claudie Taylor, Joyce Wrenn, Catherine Birge, James Mitchell, Claude McCann, La Verne Wooden, Lula Link, Ellie Greaver, Kathy Royal, Charles Woodall, Garnell Oakley, Veola Canada, Jeffrey Edmonds, Van Winstead, Flossie Pettiford, George McCurry, and Betty Chandler.

All of us at Collins and Aikman are extremely "Proud" of the above listed associates for their "outstanding" efforts and "Dedication" to "Improve" their education and "Job Skills." Keep up the good work, we are behind you 100%.

"How about you?" Would you like to improve your education and job skills? If so, would you join your fellow associates in the LLL classes?

Learning is Life Long, therefore we should never stop trying to improve our education and job skills, no matter what our education level might be.

We would love to have you enroll in one of these classes. You can enroll by calling Brenda Clayton, or Linda Farrell at Ext. 661.

SEE YOU IN CLASS.!!

BEST COPY AVAILABLE

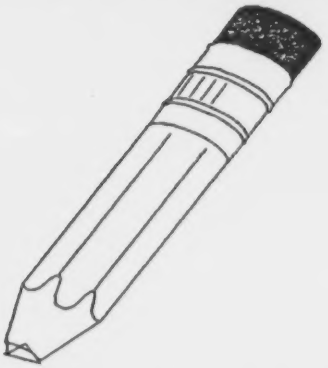
C&A Spotlight, October 1991 .

CONGRATULATIONS

"LLL"

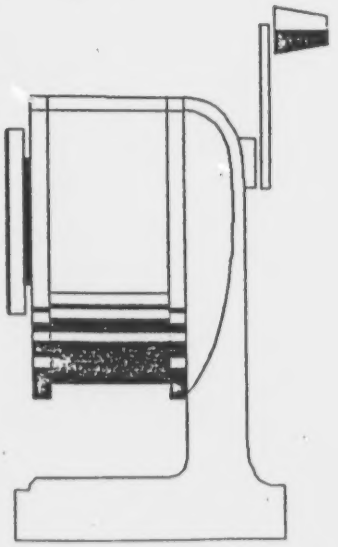
Life Long Learning

Do Your Job Skills Need Sharpening?



See Your Supervisor and Sign Up Today For

LIFE LONG LEARNING FOR JOBS!



DEADLINE: September 25, 1990

WHAT IS LIFELONG LEARNING OR LLL AND WHAT CAN IT DO FOR YOU?

- Improve grammar, spelling, punctuation, and comprehension skills
- Improve basic math, Algebra and Geometry skills
- Improve critical thinking and problem solving skills
- Improve knowledge of Departments and processes at Collins and Aikman
- Provides a challenge
- Can be fun
- Provides a chance to learn with computer assisted instruction

If this sounds like something that you would like to try, sign up for the LLL classes in Mary Woody's office. Mary is located in the Training Department, Ext. 376.

For more information call Linda Farrell - Extension 661.

LLLJ VOLUNTEER FORM

Life Long Learning for Jobs gives you the opportunity to sharpen skills and improve performance.

WHAT'S IN IT FOR YOU?

- Improve work skills
- Enrich your life
- Have fun
- Learn something new

WHO CAN VOLUNTEER?

Every person who is interested in improving his or her work skills.

If you would like to volunteer, please fill out the form below and return it to your supervisor by September 25, 1990.

- -

Yes, I would like to volunteer for Life Long Learning for Jobs.

Name _____ Shift _____

Department _____ Supervisor _____

OUTLINE OF PLANNED PRESENTATION TO MANAGERS AND SUPERVISORS

I. Discussion of Program/PARTNERSHIP P.C.C. AND C&A WITH US DEPT OF EDUCATION GRANT

A. Purpose: To provide a customized basic and technical training program to up-grade the job skills of Collins and Aikman Associates.

B. Present
   1. Classes began Oct. 11, 1990 at Main Plant
   2. 10 Classes at present MW 6-7 a.m., 7-8 a.m., 8-9 a.m., 2-3 p.m., 3-4 p.m. T-Th 6-7 a.m., 7-8 a.m., 9-10 a.m., 2-3 p.m., 3-4 p.m.
   3. 82 associates in class
   4. 13 have completed level 4 in BASE and graduated
      a. BASE is the name of the software program correlated to skills used on jobs listed in the Directory of Occupational Training by GED levels (level 1=1st-3rd grade; level 2=4th-6th grade; level 3=7th-9th grade; and level 4=9th-12th grade).
      b. Level 4 is the equivalent of high school
   5. 20 have completed one or more levels in BASE
   6. 4 low reading associates (all making progress)

C. Procedure
   1. Classroom
      a. Associates volunteer for class by filling out form
      b. Supervisor's approval (if space is available, associate can begin next class after form is received)
      c. Associates tested to determine level and placed in appropriate level
      d. Associates progress through skill levels
      e. Associates complete level 4 in job specific curriculum and graduate (determined by level 4 tests in BASE and tests on job specific departmental curriculum; also any objectives on learning contracts must be met. (CASAS certification tests are also given)

   2. Audit/Curriculum Design
      a. General description of department
      b. Conduct job analysis for specific skills used on each job
      c. Design classroom curriculum using actual forms, machines, diagrams, calculations, and materials used in department
      d. Field test curriculum in classroom (to be tested and completed by at least two people from that department)
      e. Revise and correct

II. Explain and use Computer Software
    A. Different software on different computers

    B. Have people sit at computer and use software running on that computer
    C. Have people observe the software action on the other computers

III. Discussion and request of names of potential students (in classroom)
    A. What is in it for managers, supervisors, and departments (benefits)

IV. Food Break

PCC

Piedmont Community College

April 19, 1990

Mr. Ghani Khanani
Collins & Aikman
1803 N. Main Street
Roxboro, NC 27573

Dear Mr. Khanani:

I appreciate the opportunity to present the Workplace Literacy Grant at your manager's meeting, Wednesday, April 18. With their understanding and support of the Lifelong Learning for Jobs (Triple L-J) project, we will be off to a good start!

Thank you again.

Sincerely,

Debra B. Inman
Director,
Adult Literacy Program

DBI/fm

cc: Dr. Owen
Jackson Elliott

Person County Campus
Post Office Box 1197
College Drive
Roxboro, North Carolina 27573
(919) 599-1181

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION COLLEGE

Caswell County Campus
Post Office Drawer T
Community College Drive
Yanceyville, North Carolina 27379
(919) 694-5707

Customized Curriculum -- Site Coordinator Linda Farrell conducts a task analysis on a job performed by Doffin Pettiford and Harvey Lunsford, C&A employees. The basic and technical skills used will be combined with those required on other jobs within the department to design a classroom curriculum. Forms and materials used in the department also will be included.

Who Benefits?

By the year 2000, American workers will need the equivalent of the 13th grade (college freshman) level to understand and use technology commonly found in industry. Technology continues to advance; employee knowledge must keep pace.

Collins & Aikman is committed to continuous improvement, employing new processes and advanced technology. Simultaneously, the company is dedicated to providing employees with the means to attain the functional skills necessary to meet technological challenges. The company believes that programs like Lifelong Learning will prove of priceless value to American industry and its employees as it copes with rapidly advancing technology.

Ghani Khanani, Cavel division Vice President of Operations, is an enthusiastic supporter of the program. "We must dedicate ourselves to lifelong learning and continious improvement if we are to assure the futures of ourselves and our company," he says.

"Our classes provide an excellent means to reach those goals."

Good communications are essential to maintaining a successful team. The Lifelong Learning advisory council is composed of C&A and Piedmont Community College representatives. They are, from left, Robert Campbell, Richard Quesenberry, Ghani Khanani, Linda Ferrell, Jerry Lee, Brenda Clayton, and Debra Harlow.

For more information contact:
THE ADULT LITERACY DEPARTMENT
Piedmont Community College
(919) 599-1181 Person County Campus
(919) 694-5707 Caswell County Campus

Lifelong Learning Program

WORKPLACE LITERACY IN INDUSTRY

A Commitment to Excellence

Sponsored by
Collins & Aikman
and
Piedmont Community College

BEST COPY AVAILABLE

Learning For A Lifetime

The Lifelong Learning Program

The Lifelong Learning Program was established at Collins & Aikman's - Cavel Division on August 21, 1990 with grant funds from the United States Department of Education, Collins & Aikman and Piedmont Community College. The project was to focus on developing and maintaining a customized literacy program to meet the needs of industry.

A site coordinator analyzes the literacy skills necessary to function in present jobs and those skills necessary to cope with changing technology. Software enforcing basic skills and work related subjects are offered with other materials in a job specific literacy curriculum.

A classroom with 10 personal computers and staffed by a full time instructor is offered at the worksite. Both hourly and salaried employees voluntarily participate in the program.

Classes are scheduled before, after and during shifts to give everyone interested a chance to attend. Collins & Aikman employees receive their regular rate of pay for the time they spend in the classroom.

"I've seen much progress among our participants," says Brenda Clayton, who instructs Lifelong Learning classes. "It is most satisfying to see the increase in self-esteem among our employee/students. They are enthusiastic and highly motivated."

Collins & Aikman Corporation

Collins & Aikman's Cavel Division's Committment to Excellence keeps it in first place. This Committment to Excellence extends throughout the division, assuring the quality of its products, the introduction of advanced technology and, most importantly, attracting and retaining excellent personnel. Collins & Aikman's Lifelong Learning Program offers an excellent means to this end.

Collins & Aikman is the leading producer of textiles for the automotive and furniture industries. C & A operates plants in the United States and Canada, employing more than 9,000 people worldwide.

The Cavel Division has three manufacturing plants located in Roxboro, North Carolina, employing about 1,400 people. Cavel is the largest plush pile manufacturer in the world with a capacity of more than 750,000 yards a week. Two-thirds of the production goes to the worldwide automotive industry as velvet upholstery material, used as seating, door covering and bolsters. The remainder of production goes to the furniture industry, gracing the world's finest home furnishings.

The Division Human Resource Director, Jerry Lee, says, "There are many advantages to Lifelong Learning classes. I see LLL as a vehicle to bring together education and training at Collins & Aikman."

Piedmont Community College

Piedmont Community College has served Person County since 1970 and Caswell County since 1985. Piedmont Community College is a two year post-secondary educational institution that offers a variety of credit and non-credit programs to persons 18 years or older.

Piedmont Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It is located in North Carolina's rural central piedmont.

"A strong partnership between education and industry is the ingredient for a successful workplace program."
—Debra Harlow
Workplace Director

Debra Harlow is the Piedmont Community College Adult Literacy and Workplace Literacy Director. Piedmont Community College, in partnership with Collins & Aikman, wrote the grant proposal to secure monies to explore and devise a literacy program suited to the textile industry's needs.

"Collins & Aikman was the first workplace literacy site we developed," Debra Harlow says. "It is our largest employer and a recognized industrial leader in the community. Since the spring of 1989," she recalls, "we have conducted generic literacy classes at C & A, allowing company employees to improve basic academic skills."

"When we learned about the National Workplace Literacy grant, we formed a partnership with C & A to develop a customized program to fit the company's needs. We now have a job specific literacy program as a result of the grant," she says.

TO: Messrs. Aaron Duncan, Ronald Mooney, George Stone, William Weaver, Mike West, Craig Hammond

DATE: Sept 6, 1990

FROM: Diane Ellis

DEPT: D&F Admin. Secretary

SUBJ: EMPLOYEE MEETINGS

CC: R. Leissner
F. Lunsford
G. Khanani
Key People

Below is the suggested schedule for our "OFI" and "LLL" meetings to be held Wednesday and Thursday, 9/19 & 20. These will be set up as one hour meetings, with thirty minutes allotted for each subject.

Please see that your employees are notified of this meeting and their schedules are set so they may attend.

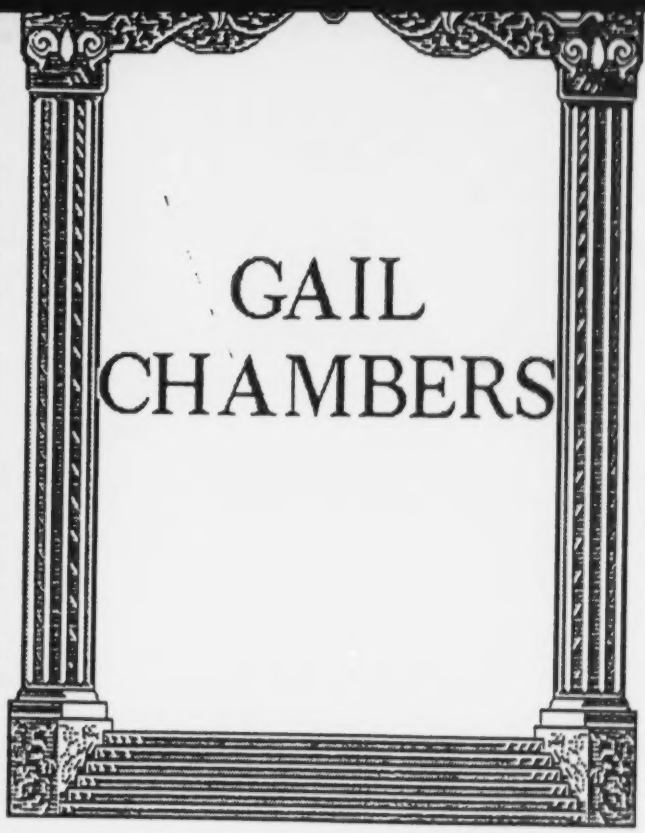
If you have questions, please feel free to call.

SUGGESTED "OFI"-"LLL" MEETING SCHEDULE

WEDNESDAY, 9/19	6:00-7:00 AM	3rd Shift	054, 055, 046, Maintenance
	7:00-8:00 AM	1st Shift	054, 055, 057, 066, 556, Vicki + Electricians
	8:00-9:00 AM	1st Shift	060, 061, 063, Pipe Fitters, Mechanics
	3:00-4:00 PM	2nd Shift	054, 055, 050, 051, Maintenance
THURSDAY, 9/20	6:00-7:00 AM	3rd Shift	050, 051, 060, 061, 062, 063, 539
	7:00-8:00 AM	1st Shift	046, 050, 051, 062, 522, 539, Machinists
	3:00-4:00 PM	2nd Shift	046, 060, 061, 062, 063, 539

INVITATION SENT TO DEPARTMENT MANAGERS AND SUPERVISORS FOR INFORMATION MEETING

(14 MEETINGS FOR 86 PEOPLE)



You are cordially invited to attend an information meeting and demonstration on the Lifelong Learning Program.

Place: LLL Classroom
(Main Plt., Beside Training Room 3)

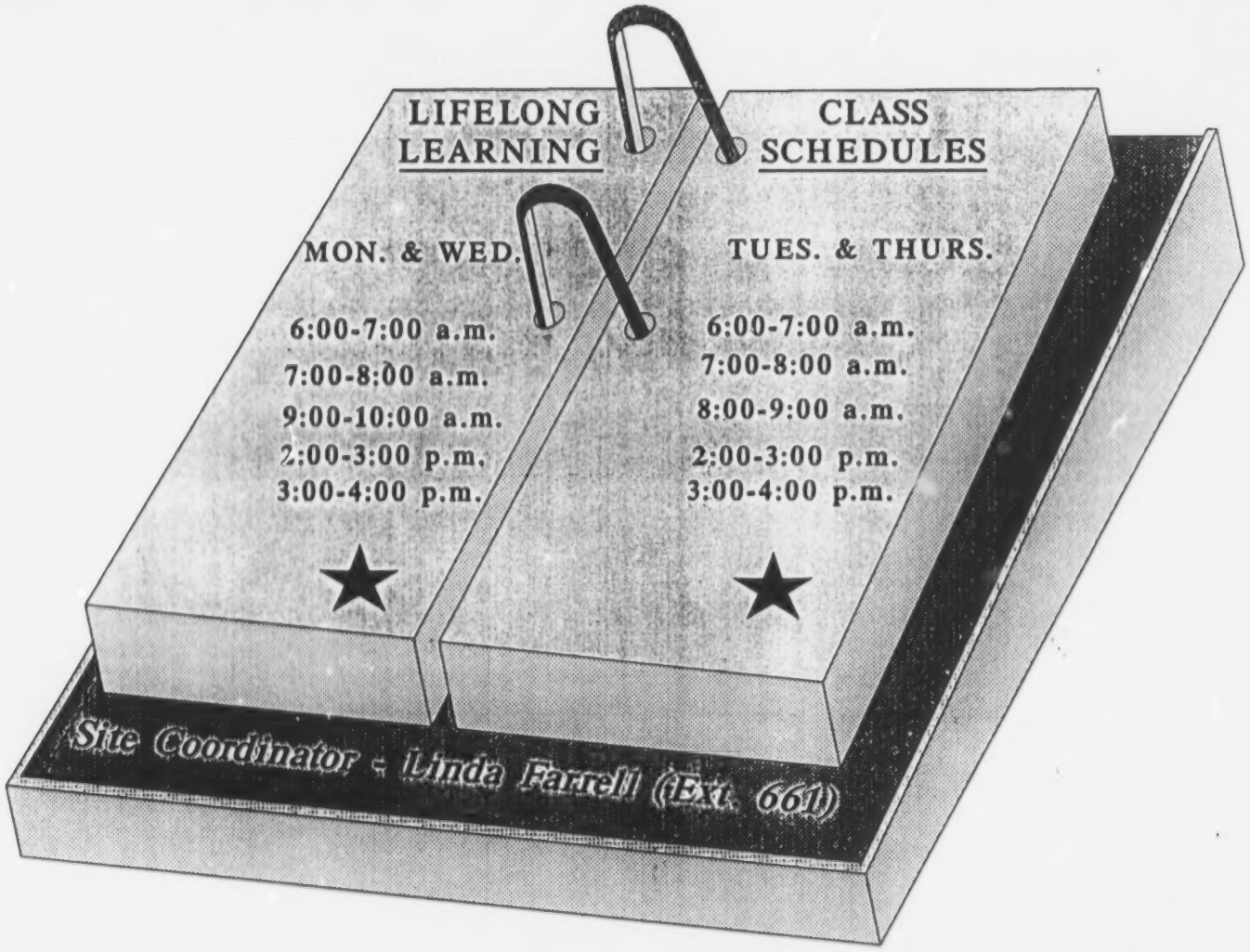
Time: 10:00 to 10:30

Date: August 20, 1991

Refreshments will be served.

RSVP by August 15, 1991

C&A Appendix #2-U



TO: Jackson Elliott

FROM: Debra B. Inman

RE: Collins & Aikman Presentation

DATE: May 21, 1991

Tom Hanna, a CEO with Collins & Aikman, will visit the Roxboro Plant on June 21st. He is very interested in the Lifelong Learning Program and possible replication of the program at other C&A plants. Ghani Knanani plans to show our LLL program to Mr. Hanna during his visit and asked us to provide the orientation to LLL. I've suggested to Linda that the format consist of an overview including historical perspective and each partner's roles. Then, Brenda and Linda demonstrate CAI, job specific curriculum, student progress report.

Since I will be away June 21st, Jerry Lee asked that you attend. I would appreciate you presenting the overview to Mr. Hanna in my absence. If this is a problem let me know. Time frames will follow once they are known.

DBI:sg

cc: Linda Farrell

C&A APPENDIX 3

EVALUATION AND TEST RESULTS

WEEKLY REPORT

Every week the staff of Lifelong Learning wrote a report and sent copies to Piedmont Community College and to management at C&A. This was an effort to keep all parties abreast of current happenings in the program.

The new few pages are copies of random Weekly Reports.

WEEKLY REPORT
Week of October 8-12
Collins and Aikman
Linda Farrell and Brenda Clayton

CLASSROOM NEWS; Monday and Tuesday saw scheduling problems due to the difficulty of scheduling workers on shift without causing hardship on the job. Wednesday a meeting with Jean Greer took place and curriculum was discussed for the classes which began on Thursday , Oct. 11, 1990. Ed Boss met with Brenda and Linda on Thursday, Oct. 11, 1990 and discussed programming and designing a software package that could contain the particular curriculum that is being designed for Collins and Aikman. Classes went well on Thursday, and job titles were fed into OIS for correlation with levels. Brenda taught an introduction to computers and registered students . Brenda will now be working a 6:00 to 4:00 schedule for four days a week. (Monday-Thursday) There are 10 classes with approximately 90 students. Open Lab hours were discussed , and Brenda set one hour a week for open Lab.

AUDIT NEWS: The Inspection part of Finishing Inspection is complete except for OIS levels. Another part of this department is 'Slitting'. The audit of the Slitting section will begin on Monday, Oct. 15, 1990. Jean Greer asked, at the meeting on Wednesday, that the curriculum on the Kuster and Exhaust Dye Departments be held off and that we try to complete the Inspection Department curriculum. This throws the schedule off somewhat, but should present no major problems. The reason for this change is that we have more Inspection people in the classes than we have from any other department. Jean Greer was given samples of curriculum to approve for classroom use and also to make sure that we were designing the correct material. Thursday we started to collect material to be used in the curriculum for the Inspection Department. Linda will be working the same hours as Brenda (6:00-4:00 four days a week). This gives the opportunity to be in contact with all three shifts for audit purposes.

CC :Jerry Lee
A. Khanani
Robert Campbell
Larry Shoe
Debra Inman

WEEKLY REPORT
APRIL 22- 25,1991
COLLINS AND AIKMAN
LIFELONG LEARNING
LINDA CAYWOOD - FARRELL

AUDIT NEWS:

The audit of the Maintenance Department is now complete. There are over twenty job positions in the Maintenance Department. The next Department to be audited is the Store Room.

The Curriculum for Greige stores is almost complete; there are four more machines and one operation to be included in this curriculum. Hopefully,this can be completed within the next two weeks.

On April 22, 1991, the Advisory Council met and discussed attendance ,information from the 'National Conference, and evaluation methods. The next Advisory Council meeting will take place on May 20, 1991 at 10:00 am.

CLASSROOM NEWS:

Three new students enrolled in the LLL program this week. One of these students will work with Kim on Monday and Wednesday from 3-4 until he is ready to use the computers .

Brenda shared information that she gathered at the COABE Conference with members of the LLL Advisory Council on Monday.

Some students continued to miss classes due to rotating lay offs or four day work weeks.

COUNSELING NEWS:

A memo promoting the LLL program was sent to all salaried associates in an effort to recruit new students. A flyer for the bulletin boards was also designed to explain the program.

We gave Listening Tests to several classes with most people performing very well. Richard gave four CASAS pretests and one CASAS certification test.

Linda Caywood - Farrell

Richard Quesenberry

Brenda Clayton

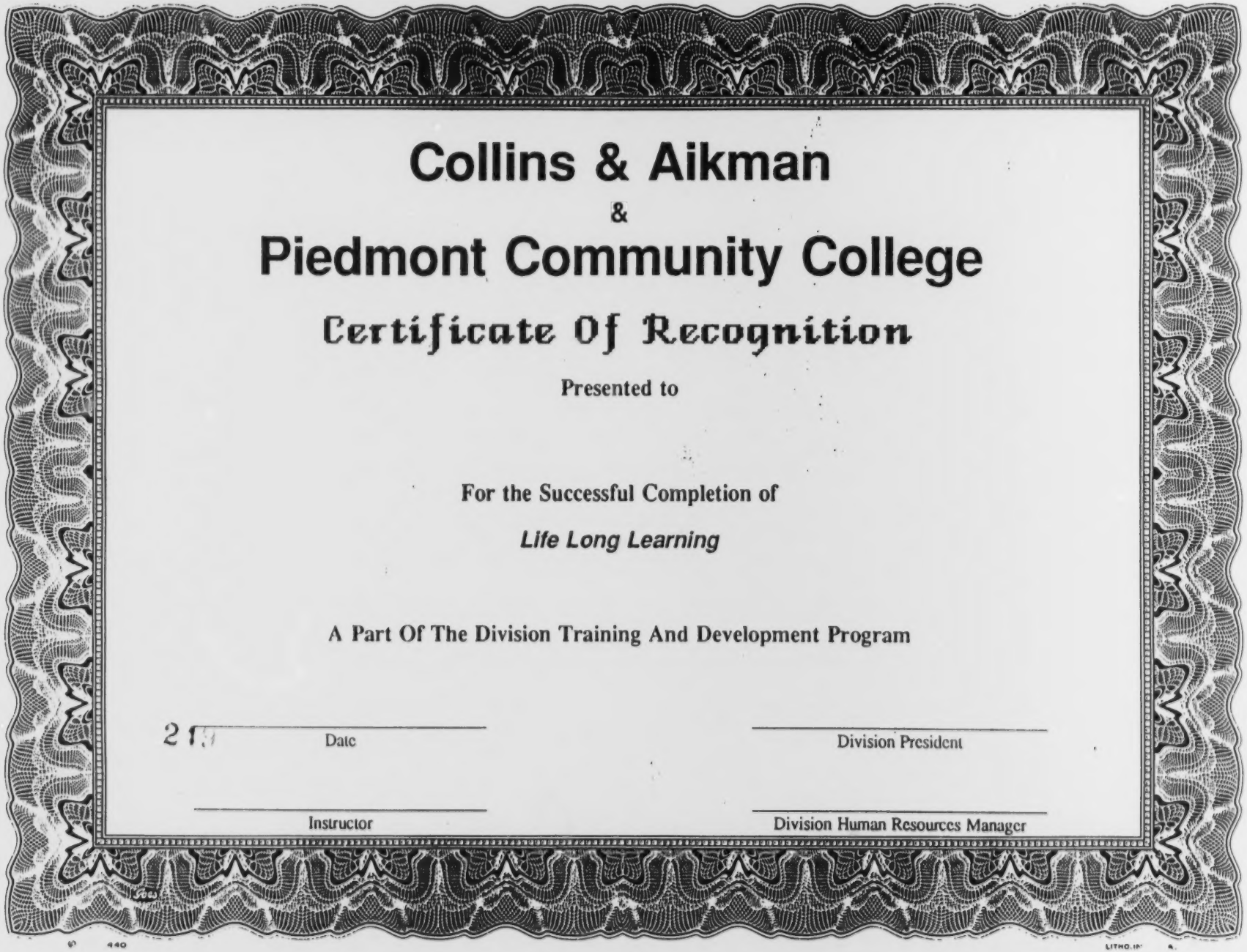
CERTIFICATES

Certificates of recognition are presented by C&A and Piedmont Community College to recognize student achievement in the LLL Program as they complete:

- Laubach Way to Reading Skills Books 1 or 2
- Reading for Today Books 1, 2, 3, 4 or 5
- Levels 1, 2, 3 or 4 of the LLL Program

NOTE: Sample certificates follow on the next pages.

C&A Appendix #3-C-1



Collins & Aikman

&

Piedmont Community College

Certificate Of Recognition

Presented to

For the Successful Completion of

Life Long Learning

A Part Of The Division Training And Development Program

21 _____ Date

_____ Division President

_____ Instructor

_____ Division Human Resources Manager

440

LITHO. IN

250

Laubach Way To Reading Diploma

SKILL BOOK 1

This is to certify that

_____

has finished studying Laubach Way to Reading, Skill Book 1
and is ready to read Laubach Way to Reading, Skill Book 2.

Laubach Literacy Action

U.S. Program of Laubach Literacy International
Box 131, 1320 Jamesville Avenue
Syracuse, NY 13210

_____
Instructor

Robert S. Laubach
_____
Chairman-Board of Trustees
Laubach Literacy International

_____
Council or City Date

C&A Appendix #3-C-3

Reading for Today Diploma

This is to certify that

_____

has successfully completed
the Steck-Vaughn Reading for Today Program.
The skill proficiency attained qualifies this person to progress
into the Reading for Tomorrow Program.

The Leader in Adult Education

_____
President of Steck-Vaughn Company

_____
Instructor

_____
Organization or Program

_____
City and State

_____
Date

1921-5

LLL PARTICIPANTS TAKING CLASSES AT PIEDMONT COMMUNITY COLLEGE

Maintenance Course

George McCurry
Gerry Walthall
Dennis Scruggs

Computer Certificate

Sandra Poole
Betsy Knott
Joyce Wrenn

Welding

Bobby Nelson

Cosmetology

Margaret Lawson

Business

Virginia Faircloth
Stephen Roberson
Valorie Gregg
Sheree Morgan

McGraw Hill Supervisors Class

Mary Wagner
Tony Cole
Sandra Poole
Emma Jane Clayton
Garland Solomon
Stanley Bullock
Walter Howe

Students/Associates Who Received Promotions

Mary Wagner - Sample Cutter to Supervisor of Sample Cutting
J.W. Harrington - Dryer Operator to Lab Technician
Henry King - Forklift Operator to Maintenance Tech II Class
Bernard Mangum - Spray Dye Operator to Spray Dye Technician
Barry Middleton - Inspector to Sample Expediter
Tony Cole - Finishing to Supervisor

JOB SPECIFIC CURRICULUM TESTING

Each Departmental Curriculum has a Cloze Test, and a Pre and Post-Test which covers that particular curriculum. In addition to this, each section in that department's curriculum has a quiz covering the material just presented on a process, procedure, or machine.

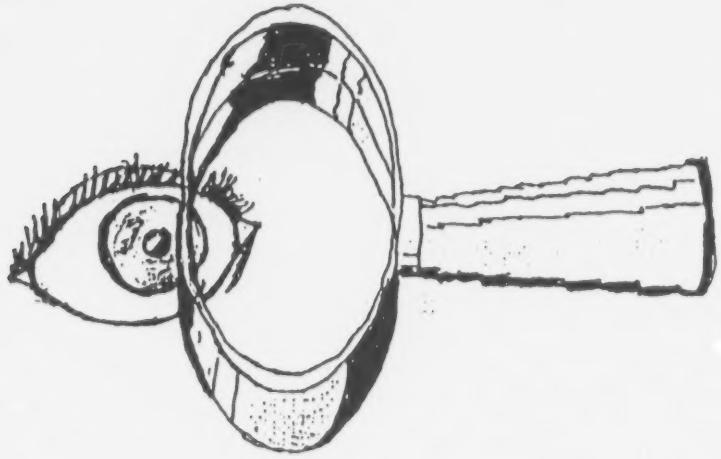
The Pre and Post-Tests are criterion-referenced and the criteria are calculated according to the department and to general goals of the program.

On the next few pages, some examples of tests used in LLL are included. Also included are copies of evaluation forms sent to Department Managers and Supervisors.

The average gain on Pre and Post-Tests was 43 points. On the Pre and Post Cloze tests, the average gain was 25 points.

C&A Appendix #3-E-1

INSPECTION



DEPARTMENT

PRE CLOZE INSPECTION

The Inspection Department at Collins and Aikman is responsible for inspecting one hundred percent of the cloth made at the Elm Plant and dyed at the Cavel Plant. Collins and Aikman carries high _____ (1) requirements for each type _____ (2) fabric it manufactures. Thus, _____ (3) job of the Inspection _____ (4) is paramount to the _____ (5) success of this industry. _____ (6) Inspection Department has some _____ (7) and salvage table inspection _____ (8) located in the Central _____ (9). It also has inspectors _____ (10) on the Super Ranges and _____ (11) the Slitting Department. This _____ (12) is also responsible for _____ (13) and shipping all grade _____ (14) fabric to the warehouse. _____ (15) the following pages, you _____ (16) find information about the _____ (17) Department at Collins and Aikman. _____ (18) are questions following each _____ (19). At the end of _____ (20) book, _____ (21) will find a comprehensive _____ (22) on all the material _____ (23) on the Inspection Department. _____ (24) will not teach a _____ (25) to inspect cloth; however, _____ (26) book will give a _____ (27) a better understanding of _____ (28) Inspection Department. One first _____ (29) be able to understand the flow _____ (30) fabric through the Inspection _____ (31). The following is a _____ (32) description of the process _____ (33) piece of fabric undergoes _____ (34) route through the Inspection _____ (35). The description is listed _____ (36) the order of personnel _____ (37) the duties that each _____ (38) position is responsible for _____ (39) out. You will note _____ (40) are six positions _____ (41) in this description. In _____ (42) to these positions in _____ (43), there are two different _____ (44) positions. It should also be _____ (45) that some Inspection stations _____ (46) located on the Super _____ (47), as well as in _____ (48) Slitting Department. These positions _____ (49) the material as it _____ (50) from Finishing machines. If the material is grade 1, it is packed and sent to the warehouse from the Inspection station.

QUIZ ON INSPECTION DEPARTMENT

___ 1. The code for a weaving defect is what?

a. 3
b. 40
c. 01
d. 02

___ 2. The Inspection Department inspects what percentage of the cloth from the Main Plant?

a. 50%
b. 100%
c. 75%

___ 3. First Line Inspectors can only give what grades to a piece of fabric?

a. 98,95
b. 95,3
c. 1,88

___ 4. The first thing an Inspector does after attaching the fabric to the perch is what?

a. Enter transaction in computer
b. Set trumeter to 0 (zero)
c. Take a break

___ 5. Pink flags or strings represent what?

a. Running defects
b. Yardage run
c. Spot defects

___ 6. Yellow flags represent what?

a. Spot defects
b. Running defects
c. Yardage run

___ 7. How far from the beginning or end of a roll can a rem be cut and not marked?

a. 50"
b. 30"
c. 1 yard
d. 1 foot

____ 8. How many different stations in the Inspection Department can reject the fabric?

a. 4
b. 7
c. 3

____ 9. If the fabric goes to Management Review, what can happen?

a. Sent to Bar Code
b. Ship to Warehouse
c. Corrective action

____ 10. Where does the Inspector find the allowances on a particular fabric?

a. Piece ticket
b. Trumeter
c. Bar Code
d. Customer specifications

TRUE OR FALSE

____ 1. There are basically three transactions that need to be entered on the computer for each piece of fabric inspected.

____ 2. Transaction is called PC.

____ 3. If the computer screen shows "Piece Not Found," the Inspector presses Return and tries again.

____ 4. Trim waste is weighed every day.

____ 5. Trim waste includes all the rems the Inspector has cut.

____ 6. The Color Matcher checks shade sample and approves or rejets the fabric.

____ 7. Each pink flag or string represents 1/4 of a yard.

TRIM WASTE MATH

Calculate the AVE LBS/PC for each of the following sets of numbers.

1. lbs. waste = 4.7
   pieces = 23
   AVE LBS/PC = _____

2. lbs. waste = .75
   pieces = 14
   AVE LBS/PC = _____

3. lbs. waste = 2.9
   pieces = 17
   AVE LBS/PC = _____

4. lbs. waste = 4.3
   pieces = 29
   AVE LBS/PC = _____

5. lbs. waste = 1.7
   pieces = 13
   AVE LBS/PC = _____

SHORT ANSWER

1. Explain the expression "sets of eight strings."

2. Explain what happens to cloth that is sent to Management Review.

3. Explain the final computer transaction after inspecting a roll of fabric.

4. Explain the differences in the process of inspection between an Inspector stationed on a Super Range and an Inspector stationed in the Inspection Department.

LIFELONG LEARNING
COLLINS & AIKMAN/PIEDMONT COMMUNITY COLLEGE PARTNERSHIP
DEPARTMENT MANAGER/SUPERVISOR QUESTIONNAIRE

It is important that we evaluate the effect of the Lifelong Learning Program on the daily job performance of those enrolled in these classes. You are in the best position to make this evaluation.

This form will be used to evaluate the effectiveness of Lifelong Learning in the industry. It will also be used to compile the quarterly reports filed with the U.S. Department of Education.

We realize that some of these items are difficult to evaluate; however, all of this information is required on the form filed with the Department of Education on a quarterly basis.

Again, thank you for your help in this evaluation effort. If you have any questions, feel free to call Linda Farrell at Ext. 661.

Please return to Lifelong Learning by _____.

Thank you,

Linda Farrell

QUESTIONNAIRE

Department _____

Department Manager/Supervisor _____

Date _____

Employee's Name _____

			Comments
Improved Communication Skills	YES	NO	_____
Increased Productivity/Quality	YES	NO	_____
Improved Attendance	YES	NO	_____
Improved Self-Esteem	YES	NO	_____
Improved Behavior (Attitude towards job)	YES	NO	_____

Evaluator's Signature _____ Date _____

C&A APPENDIX 4

LLL CRITERIA AND MATERIALS

CRITERIA FOR LLL CLASSES
As Discussed with Collins & Aikman Management
on December 3, 1990

Certificates:

1. Will be given for each level completed upon completion.
2. There will be four levels and students will graduate when level four is completed.
3. The levels will be the levels used in the BASE software program.
4. In order to complete a level, the student must take the mastery test for that level on BASE and pass with a score of 80%.
5. In addition, the student must take and pass critical thinking and problem solving curriculum and his/her job related curriculum in order to graduate (provided his/her job related curriculum was available).

Exceptions and Other Criteria:

1. Each month, the Advisory Council will review the progress of each student.
2. Special cases will be discussed and a plan of action formed at this meeting.
3. As the curriculum is developed for departments, it will be available for review by anyone wishing to do so.
4. Problems, suggestions, and questions will be addressed as time permits.

NOTE: Please feel free to add or delete anything in this document as you see fit. If I have left anything out or if you wish to add something, please call me at Ext. 661.

Thank you.

Linda Caywood-Farrell

LIST OF SOFTWARE
COLLINS & AIKMAN

BASE (Basic Academic Skills for Employment)	**SMYLE EDUCATIONAL ENTERPRISES** P.O. Box 37333 Charlotte, NC 28237 1-704-366-0019
EDL READING POWER MODULES	**EDUCATIONAL DEVELOPMENT LAB** P.O. Box 210726 Columbia, SC
READING & CRITICAL THINKING	**QUEUE** 338 Commerce Drive Fairfield, CT 06430 1-800-232-2224 or 1-203-335-0908
WORD ATTACK PLUS	**DAVIDSON & ASSOCIATES, INC.** P.O. Box 2961 Torrance, CA 90509 1-800-556-6141 (Customer Service) 1-213-534-2250 (Sales)
MATH BLASTER PLUS	**DAVIDSON & ASSOCIATES,INC.** P.O. Box 2961 Torrance, CA 90509 1-800-556-6141 1-213-534-2250
ALGE BLASTER	**DAVIDSON & ASSOCIATES, INC.** P.O. Box 2961 Torrance, CA 90509 1-800-556-6141 1-213-534-2250
TYPING TUTOR	**BRADY BOOKS, DIVISION OF PRENTICE HALL** 200 Old Tappan Road Old Tappan, NJ 07675
READY READING COURSE	**INTERACTIVE KNOWLEDGE, INC. & CENTRAL PIEDMONT COMMUNITY COLLEGE** P.O. Box 560865 Charlotte, NC 28256
LEARNING STYLE SURVEY	**SYNERGISTIC EDUCATIONAL TECHNOLOGY SYSTEMS** 4405 Vineland Road, Suite C-4 Orlando, FL 32811

LIST OF BOOKS
COLLINS & AIKMAN

Reading for Today Series, by Steck-Vaughn

Reading for Tomorrow Series, by Steck-Vaughn

Phonics Skills Series, by Steck-Vaughn

Laubach Way to English - Book 1, by New Readers Press

Laubach Way to Reading - Book 1, by New Readers Press

Comprehension Skills Books, by Steck-Vaughn

Reading & Critical Thinking for Adults, by Steck-Vaughn

Work Force Literacy Skills for Jobs - Book 2, by

How to Get a Job and Keep It - Book 2, by

Language Skills Series, by Steck-Vaughn

Pre-GED Writing Skills, by Scott Foresman

Punctuation, Capitalization and Spelling, by Media Materials

Writing Sentences & Paragraphs, by Media Materials

Target Spelling Series, by Steck-Vaughn

Spelling Steps Series, by Steck-Vaughn

Essential Mathematics for Life Series, by Scott Foresman

Number Power Series, by Contemporary

Math Skill Book Series, by Steck-Vaughn

Practicing Occupational Reading Skills (a series), by Steck-Vaughn

MATERIALS USED
COLLINS & AIKMAN

C&A Departmental Curriculum Booklets

- Inspection
- Inspection Oops & Goofs
- Greige Stores
- Exhaust Dye
  - Hisaka Jets
  - Spray Redye
  - Dye Weigher
  - Kettles
- Coating
- Kusters
- Wet Finishing
- Dry Finishing
- Sample Cutting
- Automotive Development

C&A Vocabulary and Safety Booklet

Computer Information Booklet

GROUP ACTIVITIES
COLLINS & AIKMAN

Problem Solving

Graphs (including C&A graphs used for Statistical Process Control)

Maps

Following Directions

Critical Thinking Skills
- Drawing conclusions
- Developing criteria
- Making inferences

Wage Statements
- Calculating take-home pay
- Calculating hours and overtime pay
- Deductions
- Gross and net pay
- Using a calculator

Notes and Memos

Phone Messages

Writing about Jobs

Exponents

Number Lines and Graphing Points

Fractions

Decimals (Kusters variables chart)

Ratio/Proportions

C&A APPENDIX 5

CLASSROOM RECORDKEEPING

LLL STUDENT CHECKLIST

Level 1

_____ Complete BASE 1
_____ Complete WAP vocabulary Levels 1-2 & C&A vocabulary (2 departments)
_____ Complete Steck-Vaughn Comprehension Skills Books - Prep or Level 1 (at least 2 books)
_____ Complete Learning Style Inventory
_____ Begin work on CASAS skills
_____ Work on EDL software
_____ Complete Computer Information booklet
_____ Math - complete worksheets as needed (fractions)

Level 2

_____ Complete BASE 2
_____ Complete WAP vocabulary Levels 3-4 & C&A vocabulary (at least 2 departments)
_____ Complete Steck-Vaughn Comprehension Skills Books - Levels 1 or 2 (at least 2 books)
_____ Show progress on CASAS skills
_____ Complete EDL software (at least 2 books)
_____ Begin Safety/Textile Vocabulary booklet
_____ Math - worksheets as needed (number line and grids, percents, decimals, metrics)

Level 3

_____ Complete BASE 3
_____ Complete WAP vocabulary Levels 5-7
_____ Complete Steck-Vaughn Comprehension Skills Books - Level 2 (2 or 3 books as needed)
_____ Show progress on CASAS skills
_____ Complete 1 level of the Reading and Critical Thinking software
_____ Complete C&A Textile Vocabulary/Safety booklet
_____ Begin departmental curriculum
_____ Math - worksheets as needed (algebra, order of operations)

Level 4

_____ Complete BASE 4
_____ Complete WAP vocabulary Levels 8-10
_____ Complete CASAS skills
_____ Complete 1 level of the Reading and Critical Thinking software
_____ Complete departmental curriculum
_____ Complete Ready Reading Program
_____ Alge-Blaster (as needed)
_____ Math - worksheets as needed (angles, area, volume, exponents, scientific notation)

LLL STUDENT CHECKLIST

LEVEL 1

_____ Complete BASE 1

_____ Complete WAP Vocabulary Levels 1-2 & C&A Vocabulary (2 departments)

_____ Complete Steck-Vaughn Comprehension Skills Books - Prep or Level 1 (at least 2 books)

_____ Complete Learning Style Inventory

_____ Begin work on CASAS skills

_____ Work on EDL software
Level _____
Level _____

_____ Complete Computer Information booklet

_____ Math - complete worksheets as needed
_____
_____
_____

==========

LEVEL 2

_____ Complete BASE 2

_____ Complete WAP Vocabulary Levels 3-4 & C&A Vocabulary (at least 2 departments)

_____ Complete Steck-Vaughn Comprehension Skills Books - Levels 1 or 2 (at least 2 books)

_____ Show progress on CASAS skills

_____ Complete EDL software (at least 2 books)
Level _____
Level _____

_____ Begin Safety/Textile Vocabulary booklet

_____ Math - complete worksheets as needed
_____
_____
_____

LEVEL 3

_____ Complete BASE 3

_____ Complete WAP Vocabulary Levels 5-7

_____ Complete Steck-Vaughn Comprehension Skills Books - Level 2
(2 or 3 as needed)
Level _____
Level _____

_____ Show progress on CASAS skills

_____ Complete Levels 1 & 2 of the Reading and Critical Thinking software.
Level 1 _____
Level 2 _____

_____ Complete C&A Textile Vocabulary/Safety booklet

_____ Begin departmental curriculum

_____ Alge-Blaster as needed
_____
_____

_____ Math - worksheets as needed
_____
_____

==========

LEVEL 4

_____ Complete BASE 4

_____ Complete WAP Vocabulary Levels 8-10

_____ Complete CASAS skills

_____ Complete Levels 3-5 of the Reading and Critical Thinking software
Level 3 _____
Level 4 _____
Level 5 _____

_____ Complete departmental curriculum

_____ Complete Ready Reading Program: Topic _____

_____ Alge-Blaster as needed
_____
_____

_____ Math - worksheets as needed
_____
_____

LLL STUDENT CHECKLIST

Level 1

_____ Complete BASE 1
_____ Complete WAP vocabulary Levels 1-2 & C&A vocabulary (2 departments)
_____ Complete Steck Vaughn Comprehension Skills Books - Prep or Level 1 (at least 2 books)
_____ Complete Learning Style Inventory
_____ Begin work on CASAS skills
_____ Work on EDL software
_____ Complete Computer Information booklet
_____ Math - complete worksheets as needed: fractions

Level 2

_____ Complete BASE 2
_____ Complete WAP vocabulary Levels 3-4 & C&A vocabulary (at least 2 departments)
_____ Complete Steck Vaughn Comprehension Skills Books - Levels 1 or 2 (at least 2 books)
_____ Show progress on CASAS skills
_____ Complete EDL software (at least 2 books)
_____ Begin Safety/Textile Vocabulary booklet
_____ Math - worksheets as needed: number line and grids, percents, decimals, metrics

Level 3

_____ Complete BASE 3
_____ Complete WAP vocabulary Levels 5-7
_____ Complete Steck-Vaughn Comprehension Skills Books - Level 2 (2 or 3 as needed)
_____ Show progress on CASAS skills
_____ Complete 1 level of the Reading and Critical Thinking software
_____ Complete C&A Textile Vocabulary/Safety booklet
_____ Begin departmental curriculum
_____ Math - worksheets as needed: algebra, order of operations

Level 4

_____ Complete BASE 4
_____ Complete WAP vocabulary levels 8-10
_____ Complete CASAS skills
_____ Complete 1 level of the Reading and Critical Thinking software
_____ Complete departmental curriculum
_____ Complete Ready Reading Program
_____ Alge-Blaster -- as needed
_____ Math - worksheets as needed: angles, area, volume, exponents, scientific notation

DEPARTMENTAL CURRICULUM RECORD SHEET

NAME _____ DATE _____

SUBJECT _____ _____

DATE	PAGE	SCORE

Satisfactorily Completed _____ YES _____ NO

Date _____

NAME _____ CLASS _____

CHECKLIST FOR ENTERING STUDENTS
LIFELONG LEARNING PROGRAM
C&A AND PIEDMONT COMMUNITY COLLEGE

_____ Registration
- _____ Sign roster
- _____ SAP
- _____ Registration form
- _____ Discuss LLL
- _____ Entry Survey

_____ Typing Tutor

_____ Word Attack Plus
- _____ Word Display
- _____ Multiple choice
- _____ Game

_____ CASAS Appraisal Tests
- _____ Reading
- _____ Math

_____ Learning Style Survey

_____ Sidekick

_____ Preview C&A Vocabulary Booklet

_____ Preview Computer Booklet

_____ WAP with C&A Vocabulary

_____ Reading Test - CASAS

_____ Math Test - CASAS

_____ BASE - Student Directed

_____ Discuss Student Checklist

_____ Discuss CASAS scores/objectives - Learning Contract

_____ Discuss BASE and BASE levels

_____ Place in BASE level/Begin BASE

_____ Assign level EDL/Begin EDL

_____ Discuss and preview Job-Specific Curriculum

PIEDMONT COMMUNITY COLLEGE AND COLLINS & AIKMAN
LIFELONG LEARNING PROGRAM

DEPARTMENTAL CURRICULUM PROFILE SHEET

DATE: _____

NAME	DEPARTMENT	CLOZE TESTS		CURRICULUM TESTS	
		PRE	POST	PRE	POST

PIEDMONT COMMUNITY COLLEGE AND COLLINS & AIKMAN
LIFELONG LEARNING PROGRAM

DEPARTMENTAL CURRICULUM PROFILE SHEET

DATE: 12-31-91

NAME	DEPARTMENT	CLOZE TESTS		CURRICULUM TESTS	
		PRE	POST	PRE	POST
STUDENT A	Inspection	40%	84%		100%
STUDENT B	Exhaust Dye - Jets	50%	73%		100%
STUDENT C	Greige Stores		100%		100%
STUDENT D	Kusters	42%	52%	83%	100%
STUDENT E	Exhaust Dye - Kettle	50%	90%		95%
STUDENT F	Dry Finishing	52%	86%	42%	90%
STUDENT G	Exhaust Dye - Jets	30%	70%	33%	100%
STUDENT H	Inspection	28%	66%	71%	100%
STUDENT I	Inspection	82%	88%	44%	100%
STUDENT J	Coating	80%	83%	41%	100%
STUDENT K	Dry Finishing	80%	91%	50%	92%
STUDENT L	Inspection	40%	64%	44%	96%

NAME _____ CLASS PERIOD_____

RECORD SHEET
WORD ATTACK PLUS AND
C&A VOCABULARY

LEVEL/DEPARTMENT	ADJECTIVES	VERBS	NOUNS	DATE	SCORE

NAME _____ CLASS PERIOD_____

RECORD SHEET
MATH BLASTER PLUS AND
ALGE BLASTER

LEVEL	SKILL	DATE	SCORE

PIEDMONT COMMUNITY COLLEGE
AND COLLINS & AIKMAN

READING & CRITICAL THINKING SOFTWARE PROGRESS CHART

NAME: _____

CLASS: _____

Disk 1

Module										
Score										
Date										

Disk 2

Module										
Score										
Date										

Disk 3

Module										
Score										
Date										

Disk 4

Module										
Score										
Date										

Disk 5

Module										
Score										
Date										

9/91

PIEDMONT COMMUNITY COLLEGE
AND COLLINS & AIKMAN

EDL PROGRESS CHART

NAME: _____

CLASS: _____

LEVEL	TITLE NUMBER	TACH. RIGHT	WORD STUDY	COMP. CHECK	SKILL INST.	READ. SPEED

STUDENT PROFILE
C&A and PCC

STUDENT _____ CLASS _____

C&A Appendix #5-K

JOB - C&A

	Math
	Lang.
	Reading

BASE Levels / Dates

Language	Math	Beg.	Compl	Comments on Progress

CASAS SCORES

DATE	Reading	Math

CASAS SCORES

Date	Reading	Math

OTHER SCORES

Date	Test			

C&A Appendix #5-L

_____ Quarter _____

LEARNING CONTRACT

Learner _____ Learning Experience _____

What are you going to learn (objectives)	How are you going to learn it (resources & strategies)	Target date for completion	How are you going to prove that you learned it (verification)

C&A APPENDIX 6

ADVISORY COUNCIL

ADVISORY COUNCIL FOR LLL

The Advisory Council tries to meet at least once a month to discuss the Lifelong Learning Program and to decide policy and procedure questions.

The Advisory Council consists of representatives from the College, C&A management and associates. It is beneficial to have an Advisory Council and LLL's Council has helped in many ways.

On the following pages, you will find samples of Minutes and notices from the LLL Advisory Council meetings.

The present members of the Advisory Council for Lifelong Learning are:

Ghani Khanani	Vice-President of the Cavel Division, C&A
Jerry Lee	Division Human Resources Manager, C&A
Robert Campbell	Division Training & Development Manager, C&A
Larry Shoe	Main Plant Manager Cavel Division, C&A
Sam Alley	Manufacturing/Quality Assurance Manager, C&A
William Weaver	Department Manager Coating, C&A
Sandra Poole	Technician Coating Department (former student), C&A
Ralph Stewart	Inspection Department (current student), C&A
Frances Lunsford	Personnel Manager Main Plant, C&A
Brenda Clayton	LLL Instructor, PCC
Debra Harlow	Adult Basic Skills Director, PCC
Linda Caywood-Farrell	LLL Workplace Site Coordinator, PCC

MEMO: ADVISORY COUNCIL MEETING
DATE: JULY 16th, 1991
FROM: LINDA CAYWOOD - FARRELL
RE: LIFELONG LEARNING

Dear Advisory Council Member:

The Advisory Council for Lifelong Learning will meet on Wednesday, July 24th, 1991 in Training Room # 3 at 11:00 am . We rely on your presence.

TOPICS UNDER DISCUSSION

1.Associates Progress

2.Curriculum \Audit Progress

3.Results of Surveys

4.Attendance

5.Ideas\Suggestions

6. Dry Finishing Curriculum

Thank you for your help in making Lifelong Learning a success.

Linda Caywood-Farrell

Linda Caywood-Farrell

CC: Larry Shoe
A. Khanani
Jerry Lee
Robert Campbell
Debra Inman
William Weaver
Sandra Poole
Ralph Stewart
Frances Lunsford

MINUTES ADVISORY COUNCIL MEETING FOR LLL JULY 24th, 1991

Prepared by: Linda Caywood - Farrell on July 25, 1991

Those attending this meeting were: Jerry Lee, Robert Campbell, Debra Inman, Sandra Poole, Ralph Stewart, Linda Caywood-Farrell, and Brenda Clayton.

ASSOCIATES PROGRESS

Brenda reported that LLL now has 13 Graduates and 20 who have completed one level or more. Brenda also reported that ALL associates have demonstrated measurable progress in the classroom.

CURRICULUM \ AUDIT PROGRESS

Linda reported that the Audit for the Main Plant of the Cavel Division has now been completed. She also reported that the Dry Finishing Curriculum has now been completed. This brings the total Departmental Curriculum completed to 7 and a curriculum has been designed for all departments and consists of fabric flaws and mistakes made in the process of producing fabric.
The Sample Cutting Departmental Curriculum is now in the process of being designed.

RESULTS OF SURVEYS -
Linda presented 5 forms that have been or will be used at the Main Plant of C&A. One of these forms is the Survey used to have Department Managers and Supervisors evaluate the progress of the participants of LLL. This form has been re-designed with suggestions made by Jerry Lee, Robert Campbell, and William Weaver. There were further suggestions made to improve this form and these suggestions will be incorporated into the design of this form.
Four forms were presented, two interview forms (Entry and Post) and two Survey forms (Entry and Exit). It was decided that these forms be combined and that they be written in a Survey format that could be filled out by the associate him\herself. This suggestion was adopted .
Linda also presented the results of the Entry and Exit Surveys given to associates .

ATTENDANCE

Although attendance has improved quite a bit, there are still eight vacancies in the classes at present. Methods were discussed and a meeting with Plant Managers was arranged to help fill these vacancies.

TESTING

Jerry Lee stated and the entire Council agreed that the results obtained from overall testing would create more negatives than positives; therefore, the idea of testing the over-all plant population should be discarded.

IDEAS AND SUGGESTIONS

Debra Inman presented a definition and explanation of the Advisory Council's function. and a summary of a self-evaluation done by the staff of Lifelong Learning. She suggested that the Council members study this information and return with comments and suggestions at the next Council meeting.

An idea was presented that suggested that the Advisory Council send invitations to Managers and Supervisors to attend an explanation and demonstration of the Lifelong Learning Program. We will have formal invitations and refreshments will be served on each shift for the Managers and Supervisors. Linda, Brenda . Robert, and Jerry are exploring ways to implement this idea.

The finished Curriculum for Dry Finishing was presented to the Council and the members received a chance to look over this curriculum and make comments.

This was and excellent meeting in which a great deal was accomplished.

Linda Caywood - Farrell

CC: Jerry Lee
A. Khanani
Larry Shoe
Robert Campbell
Debra Inman
William Weaver
Frances Lunsford
Sandra Poole
Ralph Stewart

BEST COPY AVAILABLE

ADVISORY COMMITTEE
WORKPLACE LITERACY

Purpose: Oversees the job analysis, program design, development, implementation, and evaluation process; assists with recruitment and retention of participants in the program.

Composition: Includes representatives from training and human resources, department heads, and supervisors directly affected by the program, plant managers, and employees themselves (experienced, new worker, and those in program or graduates of the program).

Established: During the development of a basic workplace skills program.

Meets: Quarterly schedule, bi-monthly, or as needed on company time at the worksite.

Selection Process and Considerations:

1. Has clearance been given for people to work on the project?
2. Has approximate number on committee been determined?
3. Have announcements of meetings been circulated to all in a timely fashion?
4. Are all employees knowledgeable about the committee's purpose and membership?
5. Is the selection process clear?
6. Does the committee include new employees?
7. Are members confident, open, and communicative?
8. Are any members threatened by authority?
9. Do you have a history of personal animosity toward one another?
10. Are different worksites adequately represented?
11. People with expert job knowledge should be designated as members of the Job Specific Review Committee for their particular area of expertise.

Gain Employee Acceptance:

1. Make the program highly visable: newsletter, bulletin boards, special events, meetings.
2. Include phone number and address where employee can get more information.
3. Use employee representatives who are knowledgeable about the program to allay fears.
4. Emphasize positive points of program:
   a. improve company-wide technical readiness
   b. chance for improving for promotion possibilities
   c. maximize limited training dollars to improve both company and individual performance
   d. address employees' needs for job security, personal growth, career advancement, recognition through the program, and the company's well-being

Carnevale, Anthony, et. al. Workplace Basics Training Manual: A Publication of the American Society for Training and Development. San Francisco: Jossey-Bass Publishers, 1990.

C&A APPENDIX 7

SURVEYS

ENTRY SURVEY
PARTICIPANTS OF LIFELOLNG LEARNING
COLLINS & AIKMAN/PIEDMONT COMMUNITY COLLEGE PARTNERSHIP

NAME _____ DEPARTMENT _____

SHIFT _____ CLASS _____

1. Why did you sign up for this class?

2. What would you like to improve by attending LLL?

3. Rate Management's commitment to this program. Explain your answer.

   A. Excellent B. Good C. Poor

4. Do you use the Library?

5. How do you enjoy spending your spare time?

6. Do you like to read? What is your favorite thing to read?

7. What do you like best about your job?

8. Do you use any reading or writing skills on your job?

9. Do you use any math skills in your present job?

10. Do you use any forms, charts, or graphs on your job?

11. Which way do you **BEST** like to get information about something you need to know more about?

    A. Read about it
    B. Listen to a presentation
    C. Have someone show and tell you about it

12. What kinds of materials do you read outside of class? Do you receive reading materials at home? Do other members of your family receive reading materials at home?

LIFELONG LEARNING PROGRAM
RESULTS OF QUESTIONS ANSWERED ON ENTRY SURVEY

1. Why did you sign up for this class?

   25 said to improve skills
   3 said to obtain their GED

2. What would you like to improve by attending LLL?

   16 said math skills
   15 said reading skills
   1 said career
   5 said comprehension skills

3. How well did you like school?

   17 liked school
   2 disliked school
   7 fair

4. What skills do you presently use?

   10 said math
   12 said English
   9 said computer
   7 said miscellaneous job skills

5. How do you enjoy spending your spare time?

   6 said outdoors
   5 said reading
   4 said gardening
   3 said cooking
   2 said with family
   2 said doing odd jobs
   2 said reading the Bible
   1 said studying

6. Do you like to read? What is your favorite thing to read?

   27 said they like to read
   10 said newspapers
   6 said novels
   8 said various items
   3 said magazines

7. What do you like best about your job?

   10 said the people
   10 said miscellaneous things
   3 said the money

8. Are there materials that you read involved with your job?

20 said yes
6 said no

9. Do you use any math in your present job?

23 said yes
3 said no

10. Do you use any forms or graphs on your job?

18 said yes
8 said no

*Results based on 28 participants during the entire year

EXIT SURVEY
PARTICIPANTS OF LIFELONG LEARNING
COLLINS & AIKMAN/PIEDMONT COMMUNITY COLLEGE PARTNERSHIP

1. Rate the Lifelong Learning Program's effectiveness in meeting your needs.

   A. Very effective B. Effective C. Somewhat effective
   D. Not effective

   Explain your answer. _____

2. Did you benefit from the program in your personal life?

   A. Yes B. No C. Somewhat

3. Did you benefit from any knowledge obtained in the program in your work life?

   A. Yes B. No C. Somewhat

   Explain your answer. _____

4. Would you recommend the Program to other employees?

   A. Yes B. No C. Somewhat

   If "no," why not? _____

5. Did you enjoy the classes?

   A. Yes B. No C. Somewhat

   If "no," why not? _____

6. Do you plan to continue your education?

   A. Yes B. No C. Maybe

   If "no," why not? _____

7. What was the major benefit you received from this Program?

8. What suggestions do you have for making the Program more effective?

9. Rate Management's commitment to this Program.

   A. Excellent B. Good C. Poor

   Explain your answer. _____

EVALUATION BY EXITING STUDENTS

Results of Exit Survey (19 Graduates) December 4, 1991

Question 1

36.8% rated the program as very effective in meeting needs (7)
42.1% rated the program as effective in meeting needs (8)
21.1% rated the program as somewhat effective in meeting needs (4)

Question 2

57.8% benefitted from the program in their personal life (11)
21.1% benefitted somewhat from the program in their personal life (4)
21.1% did not benefit from the program in their personal life (4)

Question 3

73.7% benefitted from the program in their work life (14)
15.8% benefitted somewhat from the program in their work life (3)
10.5% did not benefit from the program in their work life (2)

Question 4

94.7% would recommend the program to other employees (18)
5.3% might recommend the program to other employees (1)

Question 5

89.5% enjoyed the class (17)
10.5% enjoyed the class somewhat (2)

Question 6

73% would continue education
27% might continue education

Question 7

31.7% major benefit from program refreshed high school knowledge
15.8% major benefit from program motivated to enroll in classes at PCC
21% major benefit from program increased job related knowledge
21% major benefit from program increased knowledge of computers and improved reading and writing skills
10.5% extra money and increased confidence

Question 8 (Suggestions for Improvement)

21% more computer knowledge
10.5% appeal more to employee interests
58% go to higher level (1st or 2nd year college)
10.5% more time in class

Benefits to Participants in Lateral Moves or Promotions

Six participants of the Lifelong Learning Program have received promotions while attending classes. Two of the participants were made supervisors and four received at least one job classification advancement.

Participants Who Are Taking Additional Classes

Eighteen participants in the Lifelong Learning Program are or have been enrolled in additional classes. Several participants are enrolled in the following classes at Piedmont Community Colleges: three in Mechanical Maintenance; three in rolled in a welding class at Piedmont Community College. There are four participants enrolled in business classes at PCC. Seven have completed the McGraw Hill Supervisor's Class offered by C&A and PCC. One student is currently enrolled in Cosmetology at PCC>

For other information, see anecdotal information provided by students, management, teacher, and site coordinator (Appendix J).

C&A APPENDIX 8

ANECDOTAL INFORMATION

STUDENT ANECDOTES

August 29, 1992

DANNIE commented - She's used her knowledge of percents on her job. She realized last week that she knew how to compute them and was proud of herself because she no longer needed to ask for help.

FLOSSIE commented - She helped her nephew with his homework on graphs last night. She was proud of herself. On her job, she's noticed that when she computes using the calculator, she can tell if the answer makes sense or not - so she knows if she made an error putting in information.

JAMES commented - He can now figure the best way when he's shopping and he can also figure the amount of his bill. He plans to get a set of calipers as soon as he feels he's ready to use them.

RALPH commented - He has almost completed his departmental curriculum. He has learned to fill out the Variables Control Chart for his department. He says he should have been completing it each day; however, another employee had been completing the charts for everyone. He is now filling out his own charts/graphs on the job.

COMMENTS FROM LLL INSTRUCTOR

The changes I see in the LLL participants are improved self-esteem, confidence, and ability. Several examples of this follow:

- One of our beginning readers used to literally shuffle into class, walking with her shoulders slumped and her feet dragging the floor. She complained that she couldn't see well, even with her glasses. After a few months of class, I noticed she was walking, not shuffling. A few weeks later, I noticed she was standing up, not slumping. Later, she stopped saying she had a problem with her glasses. In fact, she is so proud of herself that she has said to me many times, "I can do something I never thought I'd be able to do - read." She thanks me after just about every class for helping her, and I feel proud right along with her.

- Another student said he started class to play on the computers and to get out of work. In fact, he'd come in during his break to play the arcade-type games on Word Attack Plus or Sidekick. After he saw other students receiving certificates for their achievement, he decided he might like to get one too. This young man was soon coming in during his breaks to work on classwork. He is now finishing his departmental curriculum in order to complete the LLL Program. He has gained confidence and a sense of achievement. He plans to continue his education and move up within the company.

- Eleven of our students have begun taking classes at Piedmont Community College since they entered the LLL Program. Seven are enrolled in an Industrial Maintenance Program; three are enrolled in a Computer program; and one is enrolled in a Business program. In addition, two other LLL students are continuing in programs in which they were previously enrolled.

- Among most participants, I notice the pride they feel in scoring well on a lesson or learning something new. Frequently, they'll exclaim loudly when they make a good score.

- Participants often use things they've learned in class at home. One student worked out a budget in class and is using it to manage his bills. Other students are now able to help their children or other relatives with homework.

- We have two students who will soon be taking the GED Test. Fourteen others are also working toward that goal.

- Some students said they talk about what they're learning in class while they're on break. They often help each with with the work if one of them has a problem, and they share their newfound knowledge with others not in class.

Students continually tell me about the benefits they receive from class, both at home and at work. The most often repeated comment has been, "The LLL Program is the best thing C&A has ever done for its employees."

ANECDOTES ON LLL FROM WORKPLACE SITE COORDINATOR

Since August of 1990, I have been located on-site at Collins & Aikman's Main Plant in the Cavel Division in Roxboro, NC. Over the course of that year as we set up and began the Lifelong Learning Program, I heard of many instances of LLL's benefits and effects on the workplace and the associates who were involved in the classes.

One example comes to mind almost immediately. It is the case of an associate who came to class and quit shortly thereafter. I went to ask her why, and she confided that she couldn't do the work in the classroom because she could not read. I promised that LLL would provide a tutor and that everything concerning her problem would be kept confidential. She was insistent that no one know of her condition. We provided the tutor, and I tested the associate. Given the scores on her tests, I diagnosed a learning disability and prescribed an approach to teaching this associate to read. Over the next several months, we worked with this lady, and now she can read at about 4th-grade level. The most amazing change occurred in this lady's attitude: she now tells anyone who will listen that she can now read! She tells management and fellow associates alike! She says she can now help her grandchild with homework and can read her favorite articles (Ann Landers, Sunday School lessons, and her horoscope).

Another instance is one of a gentleman who came back after having completed the class to tell us of the help the material in the classroom had been on his job. He told us that they had installed a new computerized napping machine and he used the information that he obtained in the classroom to help him learn to run this new machiner. He thanked us and also added that he was also taking a class in public speaking because he had talked to managers and associates about the benefits of LLL. He, like most of our students, has no trouble in transferring basic knowledge to on-the-job situations. In fact, most of the students wanted higher levels of general education. They told us that they could use advanced math and grammar skills on their present jobs.

A common occurrence for me at LLL is the realization by Department Managers and Supervisors that the classes actually are aimed at creating a better workforce and will benefit directly their department. They are usually amazed at the job-specific curriculum that I had designed for use in the classroom. They can see solid, concrete results from the enrollees in their departments. In fact, we have had five supervisors in the classes. (One of whom was made a supervisor while attending LLL classes.) They tell us that they didn't realize the material was so challenging or that they would learn so much information which could help on the job. They praise BASE and the job-related curriculum.

Another instance is one of the associate who spent fifty years thinking he was retarded, only to sign up for classes and find out he had a learning disability and was not retarded and could learn. He is now making great progress working on job-related curriculum and basic skills curriculum together.

These are only a few of the many instances of demonstrated benefits to the company, and the personnel. We at Lifelong Learning are very proud of C&A and PCC's combined efforts to create a successful workplace literacy program.